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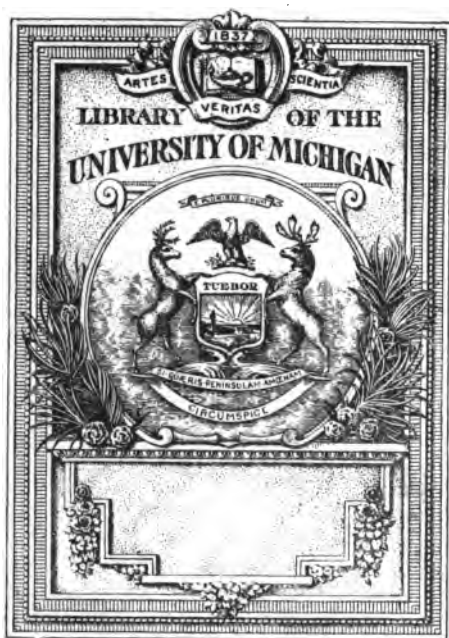
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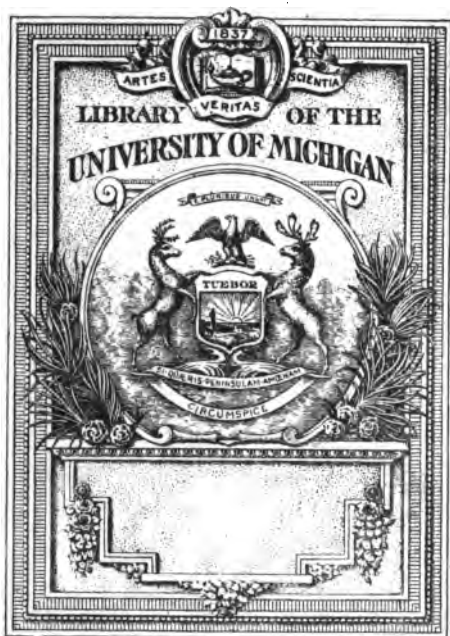
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AMERICAN PRIVATE SCHOOLS





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**A HANDBOOK OF
AMERICAN PRIVATE SCHOOLS**

Sargent's Handbook Series

Published

THE BEST PRIVATE SCHOOLS, 1915

AMERICAN PRIVATE SCHOOLS, 1916

NEW ENGLAND, 1917

In Preparation

COLLEGES AND UNIVERSITIES

A Critical Study and Appraisal

THE MIDDLE STATES

Uniform with New England

BOSTON

Sargent's Handbook Series

A HANDBOOK OF
AMERICAN
PRIVATE SCHOOLS

AN ANNUAL PUBLICATION

THIRD EDITION



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BOSTON

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**TO THOSE
LARGE-HEARTED AND BROAD-MINDED
EDUCATORS TO WHOSE ENCOURAGEMENT
THIS HANDBOOK IS DUE**

312929

PUBLISHER'S NOTE

The Sargent Handbooks, as projected, are to be a series of volumes on Education, Travel, and subjects of general human interest, not at present adequately covered by single books. The purpose is to bring together in a convenient form trustworthy information that will give a general, all-round critical view of the subject, with no hesitancy in telling more than the conventional truths. The plan contemplates annual revisions, sparing no effort or expense in investigation and editing until a definitive form has been attained.

There is need for such carefully prepared books. On many subjects there is lack of coordinated, easily accessible information that will meet modern demands. These books endeavor to give a complete orientation on each subject. Specialists would never write them. Publishers have not produced them. If prepared with sufficient care, they cannot pay in the first editions.

THE HANDBOOK OF AMERICAN PRIVATE SCHOOLS for this third edition has been carefully revised throughout. New and re-written Introductory Chapters bring up to date the survey of the more important movements in secondary education. Some fifty moribund schools and camps have been eliminated and some hundred that have come into prominence have been added. Especially notable of the changes in the Tables are the increased costs in consonance with the spirit of the times and the H. C. L.

A Handbook of American Colleges and Universities will be the second of the Series on Education. Material for this has been collecting during the past two years. A Handbook on the Education of Young Children is planned to complete the trilogy on the years of adolescent education.

A HANDBOOK OF NEW ENGLAND, descriptive of town and country in all phases of human interest, simultaneously appears in the second edition. Other Handbooks planned will eventually cover the United States. Much material has already been brought together for a Handbook of the Middle States and a Handbook of Boston.

The return of peace and normal interests may make possible the publication of the Handbooks originally planned on travel subjects for which material was accumulated in foreign fields during ten years. A Handbook of Rome, practically ready for the press for the past two years, is intended to be a sort of laboratory manual and source book, collated from the best that has been written on the subject during the last 2000 years.

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PUBLISHER'S NOTE

The *Survey Handbooks*, as projected, are to be a series of volumes on History, Travel, and subjects of general human interest, each volume covering by single books. The purpose of the series is to present in a convenient form trustworthy information on a general, all-round critical view of the subject, with no attempt to reach the conventional truths. The plan is to be carried out, sparing no effort or expense in order that the highest quality of information has been attained.

There is no need for such carefully prepared books. On the contrary, the lack of coordinated, easily accessible information has been a constant demand. These books endeavor to give a comprehensive view of each subject. Specialists would never have been able to produce them. If prepared with the same care as the first editions.

THE HANDBOOK OF AMERICAN PRIVATE SCHOOLS has been carefully revised throughout. The new *Introductory Chapters* bring up to date the survey of secondary education. Some of the old material has been eliminated and some new material has been added. Especially in the *Tables* are the increased costs in consonance with the times and the H. C. L.

A Handbook of American Colleges and Universities will be published in the near future. Material for this has been collected for some time. A *Handbook on the Education of the Deaf* is planned to complete the trilogy on the years of education.

A **HANDBOOK OF NEW ENGLAND**, descriptive of the life of all phases of human interest, simultaneously with the second edition. Other *Handbooks* planned will eventually cover the United States. Much material has already been brought together for a *Handbook of the Middle States* and a *Handbook of the South*.

The return of peace and normal interests may make publication of the *Handbooks* originally planned on the subject of the war. For which material was accumulated in foreign fields during the war. A *Handbook of Rome*, practically ready for the press five years, is intended to be a sort of laboratory manual and a collection from the best that has been published in the last 2000 years.

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IN PREPARATION

For the Fourth Edition, 1918

School Authorities are requested without further notice to send catalogs, announcements, and other printed literature.

School Patrons are assured that definite facts and well validated opinions in regard to any school will be gratefully received in absolute confidence.

College and University Officers and other Educational Authorities are advised that their cooperation will be welcomed.

INTRODUCTORY

PREFACE TO THE THIRD EDITION

Since the first edition of this Handbook was issued as the Best Private Schools the scope of the book necessarily has been enlarged. It has come to be an annual review, not only of the schools themselves, but also of the noteworthy movements in secondary education and its contemporary literature. More and more in future editions it is planned to make this a serviceable survey of education in the United States and Canada, outside the Public Schools and Higher Institutions, each of which eventually will be treated in separate volumes.

The requirements of a guidebook for parents, however, have been primarily kept in mind. That this Handbook satisfactorily fulfills this function is shown by the increasing sale to parents. That they need such a guide is evidenced by the numerous inquiries that come to this office for detailed information in regard to Private Schools.

Secondarily this Handbook is a *vade mecum* for the educationist and especially for those interested in secondary schooling. The book is in daily use on the desks of most school and college executives.

The Handbook is not indiscriminately inclusive, but is essentially complete for schools vitally existent. No attempt however is made to include schools that are as yet projects or of doubtful permanence, nor the usual elementary schools. Among the Special Schools a large degree of selection has been necessary. Of the 1300 Music Schools and of the 1276 Catholic secondary schools only the best and more distinctive have been included.

Those schools of which there was something distinctive to say have been treated in the critical text. If any have been unjustly omitted therefrom, specific information and trustworthy evidence that will permit of their being characteristically described will be welcomed.

Schools which have responded with the necessary statistical information are presented in the Comparative Tables. Other schools supposedly of less importance or of which there is little distinctive to say are included in the list of Supplementary Schools with such reliable information as could be ascertained.

The difficulty of collecting specific and trustworthy particulars is still great, though most schools have responded more fully and cordially to our appeals than formerly. The U.S. Commissioner of Education in his Reports has noted the same difficulty in obtaining complete information from the Private Schools. Some of them are still inclined to interpret the term "private" as implying a personal privacy.

In revising the critical accounts of the schools details of equipment, courses, and such matters as the school could well state

itself have been cut out, as have also statistical details given in the Comparative Tables. The revision has been based on a great accumulation of additional testimony from all sources—parents, teachers, pupils, and college authorities—in all parts of the country. From every part of the country we have received assistance which in most cases must remain unacknowledged because confidentially given.

A considerable number of colleges have been included in this book, some because they have preparatory departments doing secondary work, others, because they are chiefly or wholly engaged in secondary work, having inherited the name 'college' from an earlier and less discriminating time. Of the 330,832 students enrolled in 807 universities and colleges in 1912-13, nearly one half, 157,743, were doing work of high school grade. There are more than a hundred so-called 'colleges' that are not even good high schools.

The encouragement and cooperation of leading educators and increased knowledge has made possible in this edition a somewhat more searching critique of the schools.

The new features introduced it is hoped will be of value to the users of the book, both parents and educational authorities. The introductory chapters have been revised and rearranged, and the new ones added it is hoped will prove of immediate and vital interest. The Select Reading List of secondary education and the List of Private School Periodicals are as far as is known the first to be published. A review of educational progress and recent literature will hereafter be an annual feature.

Constructive criticism is invited from all educators. School and College authorities are requested to send catalogs and other printed matter as issued, and specific evidence on errors of fact or judgment that may be detected. From School Patrons definite facts or well validated opinions will be welcomed.

WHAT THEY SAY

The reception of the first edition of this Handbook was most encouraging. A sixty-four page report on the distribution and reception during its first six months was issued to hearten its early supporters. Since that time enough more letters have been received to make another similar booklet, and a total of approximately 8000 copies of the first edition of the Handbook have been distributed.

The book reviewers have given it favorable notice in more than seventy periodicals, hailing it as "almost unthinkable that any book can appear on any hitherto uncovered field."¹ "A new variety of handbook, serving a useful purpose, has appeared,"² "an encyclopædia of secondary schooling,"³ "so practicable and serviceable,"⁴ "an authoritative and unprejudiced brief account of the best private schools with scrupulous nicety of differentiation."⁵ "A Baedeker to the educational seeker, to parents and all interested in secondary schools."⁶

"The most complete, authoritative and valuable presentation, a kind of Who's Who for the private schools, a judicial account of the subject without fear or prejudice";⁷ "a reference book of unusual helpfulness to parents and educators alike, at times offering a frank statement of failings";⁸ "its mission is to tell people who want to know just what good points each private school has, and help them select the institution which will exactly fit the case of their boys and girls."⁹

"This monumental volume"¹⁰ "is a shipshape piece of work which must have presented great difficulties,"¹¹ "an ambitious undertaking of his, this fearless but careful description."¹² "The desirability of such a book is evident. Experience, often unfortunate, has made the want of it felt."¹³ "Careful investigation has gone to the preparation."¹⁴ "No school, however, has been allowed to dictate what the writer should think of it."¹⁵ "Its descriptions of schools and camps are entirely free from bias and commercialism and are evidently the result of a great deal of careful work."¹⁶ "The work will be more welcome to parents than to certain schools, but this makes the book all the more valuable to the public."¹⁷

"The value of such a book to parents is obvious."¹⁸ "It is indispensable to parents,"¹⁹ "giving carefully weighed and candid criticisms."²⁰ "One feels that the writer is fair in his judgments, and that he is quite able to tell a good school from a

¹Federation of Women's Clubs Magazine. ²Boston Record. ³School Review. ⁴The Dial. ⁵School Education. ⁶Town and Country. ⁷Educational Foundations. ⁸New York Evening Post. ⁹Boston Transcript. ¹⁰The Child (London, Eng.). ¹¹New York Sun. ¹²Boston Globe. ¹³College Mercury. ¹⁴Independent. ¹⁵Boston Transcript. ¹⁶The School (Toronto). ¹⁷Women's Clubs Magazine. ¹⁸The Outlook. ¹⁹Education. ²⁰The Independent.

bad one—even if the latter is brought to his attention by a glowing prospectus,”²¹ “and recognizes the guiding personalities as the most important element in determining a school’s character.”²² “What a splendid book this is! It is one that all school men who are progressive and inclined toward the administrative end of school matters should possess.”²³ “All the information is strictly accurate. . . . The book has the appearance of being authoritative.”²⁴ “Provides good reading for the wide-awake and thoughtful. . . . The result is excellently worth while.”²⁵

But the subject is one which intimately concerns the colleges, to whom one must look for the ultimate critical appraisal of the task. “The book has been on my desk for several days where it has become a very convenient handbook of reference.”²⁶ “We believe it a useful book,”²⁷ “a valuable volume for reference.”²⁸ “It contains much valuable and interesting information.”²⁹ “It is obvious that you have bestowed great care on the work.”³⁰ “I recognize the service which such a book may give and the intention to be fair and just in the estimate of each school.”³¹ “I am impressed by the immense amount of material you have had to bring into order and arrangement, and also with the value of such a statement for those of us who want to look over the field as a whole.”³² “I was impressed with the discriminating character of your remarks.”³³ “Your handbook is excellent and a distinct contribution to education in this country.”³⁴

“What you have attempted, however, is an immensely difficult task, and one which I fear can hardly avoid bringing you criticism from schools which are less prominently presented than they think they deserve.”³⁵ “The crucial feat for you will always be the inclusion or exclusion of the name of the school. I think your first edition a praiseworthy one.”³⁶ “I am sure that your work has been very well done.”³⁷ “I am greatly pleased with the effort you are making to give publicity to the truth about the various secondary schools of the country and think you should be helped by those schools that have educational ideals.”³⁸ “It requires much hard labor and much courage to bring out such a volume, and I believe you have rendered a great service to the cause of education. You have certainly endeavored to be candid and impartial, and have given a mass of information which all of us in the educational world can profit by.”³⁹

²¹The Nation. ²²Educational Foundations. ²³School Science and Mathematics. ²⁴Springfield Republican. ²⁵Chicago Herald. ²⁶Hermon C. Bumpus, President of Tufts College. ²⁷Le B. R. Briggs, Dean of Harvard University. ²⁸Professor Henry W. Holmes, Dept. of Education, Harvard University. ²⁹George C. Chase, President of Bates College. ³⁰Arthur T. Hadley, President of Yale University. ³¹Ernest F. Nichols, President of Dartmouth College. ³²Alexander Meiklejohn, President of Amherst College. ³³Professor John Dewey, Dept. of Philosophy, Columbia University. ³⁴Professor Walter Ballou Jacobs, Dept. of Pedagogy, Brown University. ³⁵Edmund C. Sanford, President of Clark College. ³⁶H. N. MacCracken, President of Vassar College. ³⁷John Grier Hibben, President of Princeton University. ³⁸Earle M. Todd, President of Christian University. ³⁹W. H. C. Faunce, President of Brown University.

"It is the book, or rather one of the books of its kind, which we have all been wanting for years, and which you alone have had the courage to bring out. I like the comprehensiveness of the work; its arrangement; its excellent tables, directories, and indexes; its readability; and above all its real serviceableness to everyone who wants information about private schools. It ought to be in the hands of every parent who has a child to send to such schools."⁴⁰ "The book seems to have a merit and reliability peculiarly its own."⁴¹ "It is a beautiful piece of work."⁴² "A most valuable compilation"⁴³ "of handsome appearance."⁴⁴ "The introductory articles are very well written indeed."⁴⁵

"You have rendered a great and good service to all friends of private schools. The work you have accomplished is stupendous."⁴⁶ "It is certainly useful to have information concerning the schools brought together."⁴⁷ "Such a book will be most useful to parents seeking accurate information regarding secondary schools."⁴⁸ "In every case it has seemed to me that you have given in a short description a very good idea of what the school is like. You have got out not only an interesting book but a book that ought to be of use to a great many people."⁴⁹

It was a delicate task to characterize the schools truthfully and one may well wonder how the Head Masters have taken it. "I am thoroughly in sympathy with the idea of your"⁵⁰ "splendid book,"⁵¹ "the editorial part seems well done."⁵² "It is far better than your claims for it."⁵³ "I like your book very much indeed."⁵⁴ "I recognize a genuine public service in your effort."⁵⁵ "It's a good job, first attempt or not—it reads trustworthy,"⁵⁶ "interesting in its idea and should prove serviceable."⁵⁷

"I have received the impression that you honestly desire to perform a public service, and to be just to the schools."⁵⁸ "You have accomplished a difficult task well,"⁵⁹ "a formidable task accomplished with remarkable success."⁶⁰ "You have succeeded in securing information not usually in the possession of men who pose as authorities on the schools."⁶¹ "Accurate and serviceable information for those interested in facts concerning schools or those desiring to consider them for their sons or daughters."⁶² "I feel that you have touched the distinctive features of the schools, as I know them."⁶³ "I see in your

⁴⁰Professor Arthur O. Norton, Dept. of Education, Wellesley College. ⁴¹James W. Cain, President of Washington College. ⁴²Samuel T. Wilson, President of Maryville College. ⁴³Murray P. Brush, Dean of Johns Hopkins University. ⁴⁴Thomas Fell, President of St. John's College. ⁴⁵Professor Clayton C. Kohl, Dept. of Education of New York University. ⁴⁶M. Luecke, President of Concordia College. ⁴⁷H. A. Garfield, President of Williams College. ⁴⁸Richard C. MacLaurin, President of Mass. Inst. of Tech. ⁴⁹Bertha M. Boody, Dean of Radcliffe College. ⁵⁰Frank W. Pine, Gilman Country School. ⁵¹A. H. Onderdonk, St. James School. ⁵²Richard M. Jones, William Penn Charter School. ⁵³William Kershaw, Germantown Academy. ⁵⁴Lewis Perry, Phillips Exeter. ⁵⁵Frank S. Hackett, Riverdale Country School. ⁵⁶George H. Browne, Browne & Nichols School. ⁵⁷Seaver B. Buck, Berkshire School. ⁵⁸Rev. H. G. Buehler, Hotchkiss School. ⁵⁹George C. St. John, Choate School. ⁶⁰R. A. Gibbs, Page Military Academy. ⁶¹Sebastian C. Jones, New York Military Academy. ⁶²Arthur P. Butler, Vice President, Morristown School. ⁶³Miss Mary Law McClintock, Miss McClintock's School.

estimates an emphasis on the really best things."⁶⁴ "The wonder to me is that you have not fallen into the danger of accidental misstatement and inaccuracy which is not at all impossible in even such a carefully prepared work as yours seems to be. I do not see how you can get so much definite information from unbiased and at the same time authentic sources."⁶⁵

"It is the best thing published,"⁶⁶ "impartial and authoritative,"⁶⁷ "very attractive,"⁶⁸ "remarkably well made."⁶⁹ "The very appearance will give interested people confidence in the contents."⁷⁰

"It is a magnum opus,"⁷¹ "the most remarkable publication that has yet appeared. It is dignified, authoritative, reliable. It is quite free from the commercial air which surrounds all others I know—and carries on its honest face the evidence of emancipation from personal bias or personal influence."⁷² "You have started a piece of work that is as independent in its spirit as Karl Baedeker's editing of his handbooks."⁷³ "I believe it will be found as necessary to educators as the almanac."⁷⁴ "Your book, as it grows from time to time, is destined to be the most useful book of its kind issued in this country."⁷⁵

The opinion of disinterested teachers and educators is of import. "Certainly the book meets a real demand,"⁷⁶ "work of this kind very much needs doing."⁷⁷ "The book does not hesitate to tell the truth."⁷⁸ "The book admirably supplies a real need."⁷⁹ "It is bound to do much in giving a clear idea of the various units that make up our elaborate private school industry."⁸⁰

"I am tremendously impressed by your courage in daring to attempt such a monstrous and at the same time so delicate a task. You have succeeded admirably with the schools that I know about personally."⁸¹ "I'm quite astonished at the discrimination for the most part in what you say of the different schools with which I am more or less familiar."⁸² "It seems truthful, most fair, and to convey the correct impression of the schools."⁸³

⁶⁴Miss Helen Temple Cooke, Dana Hall. ⁶⁵W. Avery Barras, Head of English Dept., The Peddie Institute. ⁶⁶Harry D. Abells, Prin., Morgan Park Prep. Schools. ⁶⁷W. S. Fitzgerald, Fitzgerald & Clark School. ⁶⁸John C. Sharpe, Blair Academy. ⁶⁹James R. Campbell, Kingsley School. ⁷⁰C. W. Fowler, Kentucky Military Institute. ⁷¹Dwight Holbrook, Holbrook School. ⁷²Frederick S. Curtis, Curtis School. ⁷³Dr. Edward A. Rumely, Interlaken School. ⁷⁴D. O. S. Lowell, Roxbury Latin School. ⁷⁵James C. Mackenzie, Mackenzie School. ⁷⁶Allen R. Benner, Phillips Academy. ⁷⁷David Snedden, Mass. Board of Education. ⁷⁸Claude M. Fuess, Phillips Academy, Andover. ⁷⁹Charles Henry Raymond, Lawrenceville School. ⁸⁰Fred D. Aldrich, Worcester Academy. ⁸¹Herbert French Preston, St. George's School. ⁸²J. G. Estill, Hotchkiss School. ⁸³George O. Sheppard, Hill School.

EDITOR'S FOREWORD

This Handbook aims to be a guide book for parents and a compendium for educators. It has been undertaken with the parent especially in mind, but it is hoped that it may be of value to school and college authorities and all others interested in the subject. It is the first attempt at a critical and discriminating estimate of the private schools of the country, an endeavor to classify the schools on their merits.

That some such step is desirable, many educators have long urged. For some time there has been a demand among public-spirited school men calling for public inspection of private secondary schools. William Holmes Davis of the Danville School, who has taken a foremost part in this, maintains: "The private boarding school is doing an inter-state business. For this reason Federal inspection is desirable. There will be no necessity for compulsory inspection. No school can afford to fail cordially to invite inspection. To fail to do so would hopelessly handicap it in its effort to interest patrons. The penalty for the failure to measure up to reasonable standards, such as may be determined by the Federal Bureau of Education, will be the inability of the school to enroll students." The day of such public inspection is, however, still distant.

In the introductory chapters, it is believed, characteristic and important features of the private schools are brought out which have not been heretofore accentuated. The chapters on the History of the Private School, on the Girls' Schools, and on the Summer Camp, contain matter not known to have been brought together elsewhere, involving a considerable amount of research and, in the latter case, collection of material by correspondence from many scattered sources.

In the Comparative Tables, schools of each classification arranged in geographical groups are compared on the same basis and in the same space. Much of the statistical matter there brought out is believed to be of significance, tending to show the stability of a school's patronage and its success in preparing not only for college examinations but for college life.

These tables will gain greatly in significance in future editions. It is hoped that it may be possible to show the average salary paid to instructors in each school and the percentage of income expended by each school on advertising. In the boarding schools it would be most interesting to be able to compare the *per diem per capita* expenditure for such items as food, instruction, etc.

For whatever of value this book may contain in its critical review of schools the editor and publisher must ascribe credit wholly to those schools and educators who, with true public spirit, have volunteered their assistance.

HOW THIS BOOK WAS WRITTEN

The great need of an honest, well-proportioned account of the private schools of the country has been impressed upon the editor by contact with some hundreds of parents. Particularly during the past decade it has been his part to assist many fathers and mothers in solving the problem of just what should be done with their boy. The immediate problem facing most of these parents was how, without adequate means of guidance, to make choice of an appropriate school.

It seemed entirely possible to write a book without fear or favor which would give a general view of the private school situation, such as would be of assistance to parents interested in comparing the relative merits of schools. The determination was formed to attempt the task as soon as leisure from other duties permitted. The European War, in giving pause to the Travel School, has afforded the opportunity.

No one man could know personally and intimately the thousand or more schools critically presented in this book, to say nothing of the perhaps equal number that have been considered and omitted. It would naturally occur to one that the way to know a school is to visit it, and scores of cordial invitations have been received to "come and see us and remain long enough to get in full touch with our spirit and ideals." But to have visited some schools and not others would have been manifestly unfair. In declining, it has been explained that it was not so much the beauty of situation or excellence of material equipment, but rather the history, traditions, and tone of the school that seemed of vital import. This spirit and atmosphere, which is the creation of the school's personnel, would penetrate even to a distance.

While it would, perhaps, have been desirable for the editor to have seen each school in action, it was impracticable. Yet there have been compensations. No cordial and enthusiastic reception has prejudiced him, nor has he been influenced by memories of some delightful June day with happy, youthful figures filling an idyllic landscape. On the other hand, there has been freedom from unfavorable impressions which inaccessibility, difficult train connections, or the whimsicalities of the weather might have created. Just such trivialities do frequently warp human judgment.

How, then, has a discriminating knowledge of the schools been acquired? The editor does not care to emphasize the fact that twenty years of his life have been devoted to secondary education, or that during the last ten years he has lived intimately and traveled extensively with more than a hundred

boys who themselves represented an aggregate residence of some hundreds of years in many of these preparatory schools.

The intent, from the first, has been to avoid incomplete and personal judgments, to present instead a composite view, the combined judgment of the many who have intimate and valid knowledge. Such a consensus of opinion based on established facts, interpreted by many educators, can be put forth with some confidence. And it must be added that any value attaching to estimates here made is due to those who have public-spiritedly volunteered information and assisted in shaping it. The names of those who have thus largely contributed would add lustre and give authority to these pages, but because of their connections and the freedom from reserve with which their opinions have in confidence been given, they must remain unannounced.

Evidence has been sought from all sources. The whole literature of secondary education, both in books and periodicals, has been carefully examined. In this connection the editor must express special indebtedness to Dr. Elmer E. Brown's "The Making of Our Middle Schools," and in lesser degree to Mr. Oscar Fay Adams's "Some Famous American Schools," and to Mr. Arthur Ruhl's significant article on "American Preparatory Schools," published some years ago in *Scribner's Magazine*.

More than two thousand private schools have been requested to submit printed literature and other information, and out of this a voluminous correspondence has developed. From these an attempt has been made to select the better schools.

What has been the basis of selection? What criteria have been applied? Merit, as determined by the opinion of the better-informed educators who have intimate knowledge of the schools in question, has been the only deciding factor. What is a private school? The arbitrary definition determined upon for this publication has been "a school not wholly or in part supported by public taxation."

A staff of men and women with broad educational experience has aided in the preparation of the book. Furthermore, each school has been discussed intimately with a group of half a dozen men, and the preliminary copy thus written was submitted to interested educators in various sections of the country for their comment and for suggestion of additional material. After the revision of this manuscript, with the incorporation of the most valuable contributions thus received, sections have been sent out to most of the leading schools throughout the country, with requests for criticism and opinion regarding the schools that they knew intimately. A liberal response has come from several hundred school men and women, school patrons, and officers of educational associations throughout the whole country, who have forwarded critical contributions.

On the basis of this valued testimony the manuscript has been repeatedly revised and again sent out to other educators for further deliberation and critical reading. Although the editor has not visited a single school in the preparation of this work,

scores of head masters and head mistresses have been brought to the office of the editor, where, in confidence, they have unburdened themselves of their knowledge of schools and colleagues. From all these sources a store of information has come to hand much of which, however illuminating, could not be used.

Finally, before going to press each sketch has been submitted to the authorities of the school for their correction of error in statements of fact. However, no consideration has been given to the wishes of any school which has endeavored to dictate the matter to be used in such portions of the text as referred to their institutions. Thus, while courtesy and consideration for the feelings of every one concerned have ever been borne in mind, dictation, undue influence, or pressure no matter how great have not been permitted to change a statement or a phrase. In all cases there has been a willingness to give way to testimony and to weigh the evidence submitted, but it has been made clear that the final decision rested solely with the editor and that any submission to dictation from a school would destroy the value of the entire work.

It follows that an endeavor to carry into effect an unbiased, impartial purpose with regard to a thousand or more schools, each one of which may be said to possess a delicate set of nerves, has been exceedingly difficult. Many schools have shrunk from the implied publicity while some, it is true, have tended perhaps to the opposite extreme. While perhaps no school is entirely pleased with what has been written about it, most of the schools have been more than pleased with what has been written about other schools they know, and nothing has here been printed about any important schools that has not been critically read by at least a score of their competitors.

On the whole, however, through continuous correspondence and concentrated endeavor it has been possible to bring about the understanding necessary and the conviction has steadily grown that not only was such an attempt warranted but that it would eventually be widely appreciated.

This recognition of the problems confronting the publication of this Handbook has been sufficiently widespread to secure an earnest cooperation of the most valuable nature. The treatment of the schools does not deal with material equipment, courses offered, or the many details that can be readily found in the schools' announcements and catalogs. Here, it is rather the spirit, the traditions, the atmosphere of the school which are regarded as most significant. The truest measure of the school's value surely consists in its tone, its aim, and its achievements. By appraising its personnel, patronage, and alumni, there is more to be gained than from a mere recapitulation of courses, buildings, and playing fields.

WHY IS THE PRIVATE SCHOOL

Education today in all civilized countries is largely a government function. With the almost unanimous support of statesmen and educators, it has become the most socialized and most fully institutionalized of all human activities. So far are we resigned to leave such matters in government hands that we have almost forgotten that education is primitively and primarily a function belonging to the family and home.

Yet government control of education is relatively modern, and even today in conservative England it has its opponents. As we have elsewhere more fully shown, up to the time of our Civil War practically all our schools beyond the elementary were organized and supported by private initiative. The elementary schools and Latin grammar schools of Colonial days, it is true, were from the earliest times supported by general taxation. But the modern high schools which, not without opposition at first, have multiplied so rapidly in the last half-century were the result of a demand first stimulated by the older private academies, whose success had demonstrated the desirability of higher education for the masses.

In every branch of education which now has public support, individuals have originally taken the initiative and private enterprise has first demonstrated the worth of each educational departure to the community. "The wholesome conservatism of government throws the burden of proving a thing good, upon individuals and societies." The early efforts toward the higher education of girls, the first kindergartens, the introduction of manual training were born of personal conviction, fostered by private associations, and only gradually won public recognition and support. The first art schools and museums, the first gymnasiums, the first technical schools were all the result of individual initiative and private cooperation.

So eager have the American people been for education, so open-minded has been the public to educational advance, that our public schools have long been efficient enough to satisfy the major needs of the public. The very excellence of our public schools has led us to expect from them the impossible. Our educational machinery has been overloaded with tasks it was inadequate to perform. Hence we have been hearing of "the breakdown of our educational system," and "the failure of education to educate." We are learning that the public school cannot remedy defects due to early home neglect and cannot perform functions for which it is unadapted.

There remains a lingering belief not wholly unwarranted that somehow the boy on the farm and the girl at the spinning-wheel of a few generations ago received training which made for character, not equaled by the efforts of our highly systematized

public schools today. A few private schools are now attempting to reproduce to some extent the beneficial conditions of those sterner, sturdier days of the past. In other quarters a tendency has arisen to break away from the old formalism in school life which is seen reflected in the New School movement.

Yet educators have been asking themselves whether or not the private schools still have any reason for being. The reports of the national and state commissioners of education have given scant attention to the private schools. The pedagogical departments of the universities manifest a tendency to look down upon the private schools as mere money-making institutions of little vital importance in a great democracy.

There would be no private schools if the public schools were all that could be desired. But today we find the private schools more alive, with a more rapidly growing patronage than for decades past. The last issued report of the Bureau of Education gives the total of enrollment in private schools in the year 1913-14 as 154,157. It lists 2199 private secondary schools, of which 1489 were under denominational control, 846 Roman Catholic, 112 Baptist, 109 Episcopal, 76 Methodist, 63 Presbyterian, 56 Lutheran, with a score of other sects represented. This list was by no means complete, for the Catholic Educational Association lists 1276 Roman Catholic schools as engaged in secondary work. Of private schools for special work in music, art, business, kindergarten training, and the like, there are probably twice as many more. New schools are established and old ones become defunct each year, but the number is increasing. In five recent years the enrollment of the private schools of the country increased fifty-eight per cent while the public school enrollment in the same time increased but thirty-four.

It is not sufficient to ascribe this popularity to the increase of wealth and willingness of parents to meet the fees of the private schools. For the parents of these children the education provided by the Government was not acceptable. It is true that in a private school a pupil receives more individual attention, and that many of the private schools make this one of their chief claims for patronage, maintaining a ratio of as high as one teacher to ten pupils, and in special cases much higher. The public schools must from necessity employ a more democratic and machine-like form of instruction. For the special training that has been necessary to enter the older universities, the private school is still almost essential, so that we find recently at Princeton eighty per cent, at Yale seventy per cent, at Harvard fifty per cent of the students were prepared at private schools.

The private schools, generally speaking, attempt much more than the public schools are permitted to. The Government has assumed responsibility of providing free education of certain kinds, varying somewhat in different states and localities. Kindergartens are undertaken at public expense in one region, but not in another. University education is freely provided in the western states, but not in the East. Military, technical,

commercial, open-air, domestic science, and physical culture schools have appeared always as private enterprises. Generally speaking, higher education in music, art, expression, physical training, and the household arts is still dependent largely on private institutions. The summer camp is an educational development still entirely in private hands which may yet be seen of such value as to warrant its more general application at public expense.

A very considerable proportion of the private schools are boarding schools which fill a need that, except in the case of delinquents, the public has never yet attempted to meet. Either the private boarding high school must be recognized as a public necessity or the public will have to provide a public boarding high school, for the public day school can never accomplish the best results with the student who lives in an antagonistic or uncultured home. The best school cannot in the twelve hundred hours that make the school year neutralize the unfortunate influences the home may exert in the other seven eighths of the year's hours. Many children of the rich have owed their salvation to the boarding school of simple life and high ideals.

Today as in the past the private school is still serving as a national laboratory in which educational experiments in the greatest variety are being tried out and tested. The country day school and summer camp, perhaps the most notable recent developments in education, are still conducted as private enterprises, but the best and most practicable features of them will indubitably in time be adopted by the public school systems. In a lesser way, too, private school masters are developing new principles of school management in class sequence, in seating arrangement, and in the more material details of lighting, heating, and ventilation, which will be adopted by the public when their utility and efficiency have been more completely demonstrated.

The extent to which the private schools will continue to flourish and draw patronage will always depend upon the adequacy with which the state meets the demands of education, not only for the masses but for the individual, for, as Dr. Jordan cogently observes: "There is no virtue in an educational system unless the system meets the needs of the individual. A misfit education is no education at all."

Moreover the function of our educational institutions is not only to afford the best education for each individual but to open-mindedly search for and test out the best that is new. For we have yet almost everything to learn about education, which in the past both in subject and method has been too much a haphazard matter of tradition, almost of ritual,

But in some measure the private school will always continue to exist however efficient the public education, for, in addition to those who insist upon segregation upon the basis of class or religion, a more radical element, experimentally minded, will wish to see new schemes, new theories, new methods worked out which can only be attempted under private enterprise.

SELECTING THE SCHOOL

THE WHY OF THIS BOOK

Except for those who perforce gravitate to the nearest school, or for those whose social circle prescribes the school, the matter of selection is of great import. The education of each individual child presents a special problem which should be met by the parent only after a thorough consideration of the needs of the child and a weighing of the opportunities offered by the schools within his knowledge. Sometimes this choice is the result of intimate acquaintance, more often of hearsay or the advice of a friend. But the greater number arrive at a choice more or less haphazard, for there has been no authority to which the parent might turn for discriminating and critical information and unprejudiced advice.

The system of accrediting schools by universities and entrance examination boards is really of no assistance to one with no personal knowledge of schools, though many have been misled by it. At best such accrediting informs one only as to the school's success in meeting examination requirements. "That many have been misled by it is a certainty," writes a prominent head master. "The system is far better in theory than it is now in practice, and in its present stage of development is doing more harm than good."

The annual rating which the United States War Department bestows on some military schools is based solely on the efficiency of the military system of the school, and ignores all other more vital features. This, however, often with the connivance of the school, is not realized by parents and often leads to deception.

The private schools become known to parents and prospective pupils through various forms of publicity. The best is that which comes from grateful parents, and graduates who bring credit to the school. But it is usually necessary to supplement this. Alumni organizations and free scholarships are often used to bring the school to wider attention.

"Advertising as a Factor in Education" has been critically defined by President Pritchett of the Carnegie Foundation in his Reports. He "includes in advertising, such publications as the annual catalog, statements of the equipment and facilities of the institution, and all other publications pertaining to its work and to the opportunities that it offers to students. Such statements appear partly in publications issued by the institution, partly in magazines and newspapers, and at times, in articles prepared under the authority of the institution and furnished to newspapers."

The average parent intent on finding a school is often bewil-

dered and sometimes deceived by the claims put forth in print by the schools. "It is a matter of common report," writes William Holmes Davis, Head Master of the Danville School, "that some schools are kept alive by victimizing each year a new set of students who are drawn by unwarranted advertising."

At the critical season of choice, the popular magazines carry scores of pages of school advertisements. "The school advertising pages of our magazines," writes President Pritchett, "are constantly enveloped in an iridescent spray of such adjectives. Each institution has a location that is either magnificent, remarkable, excellent, or superb; its faculty is composed of experienced, cultured, superior, distinguished, leading, and inspiring teachers, who use 'the best methods' with 'a proved power to make scholars.' The advantages and opportunities of each institution are unusual, exceptional, rare, unsurpassed, matchless, and pre-eminent, providing 'education par excellence,'—'no other school in the country gives equal advantages.' They are all unsurpassed, unique, pre-eminent, and ideal."

The magazines maintain school departments which offer freely to aid parents in selecting just the right school from among their patrons. While a few of the magazines maintain an educational director who actually investigates schools and advises parents impartially, with most the 'School Bureau' is in the hands of an assistant advertising manager who is seldom sufficiently informed or wholly disinterested, even if the business policy of his magazine permitted.

In looking over a collection of school catalogs it is difficult to distinguish true merit. Perhaps more careful comparative study has been given the catalogs of the Private Schools in this office than in any other place. While many of the better schools with an assured patronage are extremely non-committal in their catalogs, others who find some difficulty in recruiting pupils, publish catalogs the cost of which in many cases represents an all too large proportion of the school income.

"The primary function of the catalog," writes President Pritchett, "is to inform the general public in those matters in which it desires information and above all to give to the prospective student fair and sufficient information from which to estimate the kind of opportunity that the college can offer him. . . . Every effort should be made to be clear, brief, and accurate, so that the inquirer may really gain from the printed statement some conception of the actual situation described. . . . The claims put forward should be sincere, honest, and modest." Many catalogs, notable examples of the printer's art, are given over to vague statements, so discreetly worded that it is frequently impossible to distinguish between the accomplished fact and the exaggerated claim. On the other hand, many school catalogs truthfully reflect something of the character of the school.

Private schools present themselves in the greatest variety, not only differing in type and function, but also as widely divergent in character as the personalities that direct them. They range from the rigidly exclusive to the broadly democratic;

from the school that prepares for one college to the school that prepares for any college or for business life; from the vigilantly parental, minutely supervised institution, cloistered away from temptation on some remote hillside, to the collegiate type, with a minimum of rules and scarcely more surveillance than is given a freshman at a great university.

Again there are schools whose outlook is wholly toward the past and whose practices are entirely traditional. There are church schools where religion is wholly a matter of ritual and formalism which results in a revulsion of feeling on the part of those who are more than mere creatures of habit. There are denominational schools which make capital of their 'Christian Education,' yet furnish neither the necessary teachers nor equipment. There are schools that spend \$3000 on a catalog, more on magazine advertising, and work their \$600 teachers seven or eight recitations a day.

There are "Finishing Schools" so named, George Fitch tells us, "because of what they do to father." "They are," he adds, "conducted by eminent financiers. Their object is to get \$800 a year and extras per head from their students. The finishing school can take a raw, timid girl with a fair-sized bundle of money and by judiciously separating the two can produce in time a beautiful young lady who can read French, play 'The Rosary,' talk about the drama, get in and out of a room like a princess and snub a poor relation so tactfully that the latter will thank her with tears in his eyes for the favor. It costs from \$800 to \$5000 a year to varnish a young lady in this style, and after she is properly finished it costs \$5000 a year for upkeep and decorations until some brave young man comes around for her. The education part comes cheap in these schools, but the extras are better than they are in the contracting business."

Shall I send my boy or girl to a private school? The question permits of no general answer till made more specific. There are private schools that will achieve his salvation. There are schools where he may be ruined physically, morally, or intellectually, where he may be turned out a snob or a hypocrite. From the magazine advertisements and from their own catalogs it is not always easy to distinguish just which is which.

The private schools must be considered separately. We shall find that it is their very individualism which makes the private schools of interest to those parents who use proper discrimination in selecting a school for their children.

Some of these schools are pretentious, putting up a tremendous bluff in inflated faculty lists and elaborate courses on paper. Some of these schools are shams, the dominant note hypocrisy,—sometimes, a spurious sanctity. Some of them are purely commercial enterprises, their owners intent on money-making, ready to take anyone and squeeze out the last dollar. Some of them have been established by men and women who have failed in other lines and who plod through the weary years without life or interest in their work. Some of them, overshadowed by a great name and ideals to which those now in control

are unable to live up, bear the stamp of insincerity. Some of them are for climbers and wish it understood that membership in the school implies social position. Some of them are for snobs and turn out a finished product.

But the great majority of these private schools are in the hands of sincere, hard-working men and women who have ideals, genuine love for youth and intense enthusiasm for their work. A parent will have done well who has placed a son or a daughter under the influence of a great teacher whose overflowing heart and intellect is a constant inspiration. For personality is the greatest thing in education, and in a private school especially personality is all-important,—not only the personality of those who direct, but the character of those who patronize the school.

No less an authority than Payot, in "The Education of the Will," says: "It is the contact with other students and the master which gives the greatest value to higher education. The master proves the possibility of work. He is the living, concrete, tangible, and respected example of what can be done by working. The master finds his own reward in arousing enthusiasm in his disciples, by the communication of an ardent love for the truth and of good methods of work. Influence only comes through the contact of man to man, and soul to soul. It was thus Socrates taught Plato."

The public schools supply an education in which organization, system, bricks and mortar play a large part and in which personality, individual interest, does not and cannot very largely enter. If the patrons of the private school have anything to expect beyond what the public school has to offer, it is first a richer and more inspiring influence of the strong and cultured personalities of the teachers directed toward the individual pupil; and second, the larger influence that the classmates and school associates exert upon the adolescent and developing personality. "You send your boy to the schoolmaster but 'tis the schoolboys who educate him," says Emerson.

In the choice of a private school, then, the parent, having selected a school whose curriculum will give the desired training, should look to these three points and be fully informed: first, about the spirit and traditions of the school; second, the personality of the teaching staff, whose ideals and attitudes toward life and ordinary everyday matters should be regarded of quite as much importance as their mastery of their subjects; and third, as to the class of patronage,—that is, the kind of families from which the pupils come and the consequent atmosphere that your children's associates will create.

This book, it is hoped, may be of value in aiding parents to distinguish between all these various classes of schools and to assist them to a more intelligent choice, so that their children may not have to put up with a misfit education and that they themselves may join with Marcus Aurelius in saying, "I thank the gods that I had abundance of good masters for my children."

AN EDUCATIONAL SERVICE BUREAU

The increasing number of inquiries from parents that come to this office gives evidence of the wide distribution and use of this Handbook and the need of an Educational Service Bureau to assist them in solving their school problems.

These appeals come in personal calls at this office; by mail, by telephone or by telegraph. Those who have used the Handbook wish supplementary or more confidential information. Others have been referred to us as the first source of information. School Superintendents and Principals, College Authorities, Librarians and others who know our work frequently refer parents to us for a solution of their educational problems.

The U.S. Bureau of Education does to an extent attempt to answer some inquiries. The Institute of Child Welfare acts as a medium of exchange for information in regard to the education of young children. The Carnegie Foundation has accumulated a great fund of intimate data in regard to the Colleges and Universities. The Sage Foundation similarly has devoted itself to matters pertaining to the education of defectives and delinquents.

None of these agencies, however, furnish information or afford any assistance to the parent or school interested in secondary education. The magazines recognizing this need have established "School Bureaus" or "Educational Clubs" in connection with their school advertising.

We have thus been forced gradually to assume and perform the functions of an Educational Information Bureau. Perhaps more information in regard to American Private Schools has been brought together here in this office than in any other one place. The vast amount of detailed information in regard to the Private Schools which we have on file and at our command usually enables us to give a ready and definite response.

In many cases a particular school has been strongly recommended, while sometimes a number of schools have been suggested for further investigation. Frequently the schools have been informed of such inquiries, that they might take such measures as seemed desirable.

All demands have been cordially and freely met, and inquiries promptly answered. Though this involves expenditure of considerable time and expense, *no fee is accepted*. Only where special reports requiring investigation by our local correspondents were necessary has a nominal charge been made.

This office will continue to take pleasure in acting as a medium of exchange for such information so far as its resources permit.

HISTORY OF THE PRIVATE SCHOOL

The Private School is a survival and a development. To understand it we must know something of its past, the causes that brought it into existence, the changes it has undergone and the personal and environmental factors that have modified it. In its phases, the Church School, the Academy, and the Country Day School, it exhibits in varying degrees the traditions of the past and the developments of the present. Not a type of school but has been brought forth either by a real need or by a great innovating mind. Yet under the administration of lesser personalities and succumbing to the spirit of conventionality, each in turn has become stereotyped, and its traditional methods and purposes have continued to prevail without further development until some inspired and radically minded innovator has again arisen, to prove progressive and potent enough to shatter them. Tradition still too largely determines both the substance and the purpose of current education.

The American Private School today is a distinctive expression of national character. Yet like other American institutions, political and religious, our schools, public and private, have evolved from European origins. Developing side by side in the same environment, often subject to the same extraneous influences, the schools have occupied a position intermediate between the church and the state and have been influenced by both. In earlier times ecclesiastical control prevailed, while today the influence is political. To understand the American Private School, we must therefore follow it through the changes of the past several centuries, brought about by life in the New World. In all the advances in education we shall find private initiative leading the way.

Education in Christian Europe was primarily ecclesiastical. In medieval times it was for the purposes of the church only that reading and writing were taught, and among civil authorities a distrust of education survived even in America. As late as 1671 we find Governor Berkeley of Virginia stalwartly declaring: "I thank God there are no free schools and printing, and I hope we shall not have these hundred years; for learning has brought disobedience, and heresy, and sects into this world, and printing has divulged them, and libels against the best government. God keep us from both!"

The early grammar schools of both England and America were distinctly religious in their purpose. One of the earliest and most representative of the English grammar schools was founded by John Colet, Dean of St. Paul's, London, in 1512. The purpose of the founder, in his own words, was to "increase knowledge and worshiping of God and the Lord Jesus Christ, and good Christian manners in children."

The oldest school foundations in England today are survivals of ecclesiastical and monastic establishments and all education long remained exclusively under episcopal control. In England even as late as 1603 we find in the ordinances of James I, "No man shall teach either in public schools, or private house, but such as shall be allowed by the Bishop of the Diocese." This episcopal diocesan control still continues in our episcopal schools, both Anglican and Methodist.

It was in the Protestant countries of northern Europe that a system of general elementary education first developed. The common schools of Germany and Scandinavia were the direct outcome of Luther's influence and especially the fruit of his two essays, "*An den christlichen Adel deutscher Nation*," etc., 1520, and "*An die Ratsherren aller Städte*," 1524.

Even before the Reformation, however, the scope of education had begun to broaden, though Luther and the Protestant movement gave impetus to it. The Zealand school law of 1583 insisted on education because "it is the foundation of the Commonwealth." So far had Gustavus Adolphus carried education in Sweden that by the year 1637 "not a single peasant child was unable to read and write." It is to this influence and especially to the example of Holland that America owes her attitude toward elementary education, while to England is due the inspiration for our earliest secondary schools.

In the Colonies private schools of one kind or another existed from the earliest time. The first dame schools were private, as were the schools kept by ministers to prepare boys for college. Many of these received aid from the towns, and some of them later became public schools.

Three successive types of secondary schools stand out in the history of American secondary education: the Latin Grammar School of Colonial times, the Academy of Revolutionary times, and the High School, both public and private, of the present day. Each type is characteristic of the spirit of its period.

The Latin grammar schools were essentially fitting-schools for the colleges. As their attendance was limited to those who were preparing for yet further study they were aristocratic and, furthermore, as the colleges were chiefly for the training of ministers, they were likewise ecclesiastic. Some of the old grammar schools founded in the Massachusetts Bay Colony still continue, transformed to meet modern needs, but rich in centuries of tradition, but for the most part they have become identified with the state systems of education.

The Boston Latin School, founded in 1635, is the oldest surviving educational institution in America. In its establishment the Reverend John Cotton, a graduate of Emmanuel, Cambridge, was the prime mover. Ezekiel Cheever, head master from 1670 until his death at ninety-four, was the first really eminent American school master. Like Cheever, the first masters of these schools had been educated in the Latin schools of England and transferred across the water the traditions and the customs of the older institutions. In Massachusetts by 1647

the law commanded that any town of one hundred families should maintain a grammar school, and inflicted a penalty for neglect to do so, and not until 1789 was this burden mitigated.

The first public school was established at Dorchester, Mass., in 1639, which was maintained in part by the town and in part by certain sums paid by the parents of each pupil attending. The first public school to be maintained by general taxation of which there is a record was established by vote in the Dedham (Mass.) Town Meeting, Jan. 1, 1644-45. In 1640 Rhode Island by a vote of the colony set apart one hundred acres "for a school for encouragement of the poorer sort, to train up their youth in learning." This school was located at Newport and was in all probability the first free school open to all in America, even in the whole Western world.

In New York some of the early elementary schools established under Dutch influence have survived and have gradually been transformed into secondary schools. The Collegiate School was thus established as early as 1638. Trinity School of New York, which was established in connection with Anglican religious propaganda as an elementary school, continues today as a college preparatory school.

The first private foundation for education in America was established in 1657 by the bequest of Edward Hopkins, an uncle of Elihu Yale, and one time Governor of Connecticut, who had amassed a fortune in the American and West Indian trade. Born in 1600 at Shrewsbury, England, he had attended the Royal Free Grammar School. He left his fortune in trust "to give some encouragement in their foreign plantations for the breeding up of hopeful youths in a way of learning, both at the grammar school and college, for the public service of the country in future times." Out of the Hopkins bequest grew three educational foundations,—the Hopkins Grammar School at New Haven, the Hopkins Academy at Hadley, and a fund granted to Harvard College from which the annual Deturs (prize books) are still presented.

William Penn exerted an early and potent influence on American schools. As early as 1684 at a meeting of the Provincial Council, Governor Penn presiding, it was resolved "that care be Taken about the Learning and Instruction of Youth, to wit: A School of Arts and Sciences." But this intention was not acted upon until 1689 when "a public Grammar School" was set up in Philadelphia. This was incorporated in 1698, and on the occasion of Penn's next visit to the colony in 1701 received a charter and a more liberal one in 1708, the latter of which stated that "the prosperity and welfare of any people depends in a great measure upon the good education of youth and their early instruction in the principles of true religion and virtue, and qualifying them to serve their country and themselves, by breeding them in reading, writing, and learning of languages, and useful arts and sciences, suitable to their age, sex, and degree."

By the middle of the eighteenth century the Moravians had established several schools in Pennsylvania for both boys and

girls, which almost immediately became famous and attracted students from the other Colonies. A number of these schools are still continued.

The growth of the Colonies in wealth and economic importance brought with it the development of a middle class, among whom there grew up a demand for education beyond the elementary schools, but who were not attracted by the classical training of the grammar schools and colleges which continued under aristocratic and ecclesiastical patronage. A similar movement among the nonconformists of England during the seventeenth century had resulted in the establishment, by dissenting clergymen, of academies which offered a more varied and less classical course than the older schools of England. The fact that nonconformists were excluded from English Public Schools gave stimulus to the establishment of private academies in England.

These undoubtedly had an influence upon the founders of the earliest American academies. Among the graduates of these early English academies were the Wesleys, Isaac Watts, Daniel Defoe, and George Whitefield. The latter in his travels up and down this country roused an interest in these new schools. One of the most famous of these English academies was that of the Rev. Charles Morton at Newington Green, in which Daniel Defoe and Samuel Wesley were students. In 1865 this Mr. Morton came to Massachusetts where he became vice-president of Harvard University. Philip Doddridge, the hymn writer and a famous English academy master, had as a pupil Joseph Priestley, who later became the great physicist. Priestley spent some time in America and became a friend of Benjamin Franklin, whom he doubtless imbued with his academy ideas.

This term, academy, derived from the grove of Academus in which Plato taught, was perhaps first used in English by Milton in 1643, as a term for the ideal educational institution he planned, providing a more generous culture. Just a century later Benjamin Franklin also sketched a plan for such an academy in America.

To the influence of William Penn and the Moravians may be attributed William Tennent's Log College, established in 1726 at Neshaminy, Pa., which for twenty years was influential in turning out students who, like Rev. Samuel Blair, the founder of Fagg's Manor School, spread the cause of education. In this same region, at Hopewell, N.J., in 1756, was established the first Baptist school, the principal of which, Isaac Eaton, was a great teacher, among whose pupils was James Manning, afterward president of Brown University. Brown, in fact, may be considered a lineal descendant of Hopewell School.

Toward the close of the eighteenth century the prestige of the grammar schools was declining and they were less readily supported by voluntary taxation as enthusiasm for Latin, Greek, and ecclesiastical training diminished. Private initiative on the part of those who had acquired wealth began to take the place of public subscription in the founding of schools.

More than one hundred years after the Hopkins bequest, William Dummer, the Lieutenant-governor of Massachusetts, in 1761 left an endowment for the establishment of a grammar school which the tendency of the times soon transformed into an academy, but the founding of the Phillips Academies during the period of the Revolution marks the real beginning of the academy movement. The Phillipses were doubtless influenced not only by the older English academies but also by the schools in Pennsylvania established by the Quakers in the seventeenth and by the Moravians in the eighteenth centuries. At any rate the New England academies were very different from their English prototypes overseas. These early academies were immediately successful and attracted students from a distance, who generally boarded in the houses of the townspeople.

The academies were private institutions, under the control of undenominational boards of trustees, and conducted with no idea of pecuniary profit. They were not a heritage, but the outcome of the best thinking of the time. Though they showed diverse influences they were distinctly American, and "as democratic as the most aggressively democratic spirit of their day could make them."

They were not bound up with the college system and were not primarily fitting schools. The constitutions of the Pennsylvania and Phillips Academies made no mention of preparation for college, and the curriculum was less classical and included science and moral philosophy,—subjects of study new to the schools. As time went on, relations with the colleges were established and the academies became in a measure preparatory for college, while the colleges recognized for admission new subjects of study which the academies had taken up.

As the result of the Revolution and the spread of democratic ideals, academies were organized everywhere. Among the more notable of these eighteenth century institutions which have survived are Leicester and Groton Academies in Massachusetts, Franklin Academy in Pennsylvania, and the Bingham School in North Carolina. By 1800 there were over one hundred academies in the country, but the high-water mark of the academy movement was reached in 1850, when the number was between six and seven thousand. Since 1875 there has been a decline and in 1910 only eighteen hundred remained.

The American academy was the characteristic educational institution developed by the American people in the half century following their independence, and during that time contributed largely to the making of American character. The academy age was the age of transition from the old aristocratic society of pre-Revolutionary days—the world of Washington and Hamilton—to the modern democracy of Jefferson and Jackson.

Toward the end of the eighteenth century, through the influence of Jefferson and other Americans who had studied in France, French educational ideals began to take root. Voltaire

had described education as "a government undertaking." Turgot declared that "the study of the duty of citizenship ought to be the foundation of all other studies." These ideas resulted in the feeling that it was essentially a function of the democratic state to foster education, and were soon reflected in America in the various state systems inaugurated at the beginning of the nineteenth century. The first instance of state aid granted to academies was in 1798 when the Massachusetts legislature endowed with land grants seven academies, four of which were in Maine, then part of Massachusetts.

During the first half of the nineteenth century educational activity in the United States was almost wholly due to private initiative. While the academies were multiplying, many new educational influences were at work fostered by private individuals and societies.

German educational ideals were introduced in New England by George Bancroft, the historian, and Joseph G. Cogswell, both of whom had attended the University of Göttingen. Shortly after 1820 they established the Round Hill School at Northampton, Mass., in which they followed the best traditions of the German secondary schools. The school was continued for some years and its influence survived in other schools.

Joseph Lancaster, the originator with Dr. Andrew Bell in England of the monitorial system, emigrated to America in 1818 and traveled and lectured in the U.S. and Canada until his death in New York in 1838. In 1822, John E. Lovell organized at New Haven the Lancastrian School, which was conducted under the monitorial system, the older teaching the younger. For many years the school was held in the basement of the Methodist Church which stood on the Green, but in 1827 it was moved to a new building erected for the purpose which in turn was removed to make room for the Hillhouse High School. The monitor system thus introduced from England was the forerunner of the prefect system, first used in St. Mark's School, Southborough, in 1865, which has since spread to many boys' preparatory schools in New England.

Religious and sectarian organizations were responsible for many educational foundations during this period. The Roman Catholics as early as 1790 established their diocesan government in this country and immediately opened parochial schools. As their numbers increased rapidly by immigration from various countries, their teaching orders opened schools of higher education in all parts of the States. In the second quarter of the nineteenth century, convent schools for girls became widely popular, not only among Catholics, but in some Protestant circles as well. The establishment of Catholic schools received a new impetus from the Third Plenary Council held at Baltimore in 1884, when parish priests were charged with the establishment of parochial schools, and Catholic parents were directed to send their children to them.

Among the Protestant sects those under episcopal control, perhaps because of their superior organization, led the way in the

establishment of denominational schools. Methodist academies date from the early decades of the century. After 1850 as the result of Dr. Muhlenberg's influence which was continued at St. James' and St. Paul's, many Episcopal church schools were established. Other denominations soon entered the educational field.

The Military Academy, too, is a development of the first half of the nineteenth century. West Point was founded in 1802 largely through the efforts of George Washington, who was perhaps influenced by Daniel Defoe's project of a century and a half before. Captain Partridge, after his resignation as Superintendent of West Point, established in 1819 a military academy at Norwich, Vt., now Norwich University. He was a devout advocate of the military type of education and influential in founding many military academies, most notable of which is the Virginia Military Institute, founded by him in 1835. Military academies multiplied in the South, and in the North after the Civil War many of the older academies adopted military features.

The modern high school as a public institution maintained by taxation of the whole community was made possible by the popular success of the academies. While Americans had earlier adopted the view that education was a function of the state, this acceptance was at first restricted to elementary education. Though the first public high schools originated in the East in the early decades of the century, their spread was opposed there as an unwarranted imposition on the tax payers.

Though the first English High School was opened in Boston in 1821, high schools were at first more popular in the newer western states where land grants aided their establishment. But it was not until after the close of the Civil War that the movement spread rapidly to every state. The high schools adopted the best features of the academies, and while they have shown great adaptability to varying needs, they have failed to meet all demands for secondary education, as is witnessed by the great number of private schools, of many sorts, which continue to flourish.

The period since the Civil War during which high schools have everywhere multiplied has also witnessed the establishment of an ever increasing number of schools for special and vocational education.

The earliest of these were probably the Normal Schools for the training of teachers. Closely related in a way are the Kindergarten Training Schools which followed the development of the kindergarten movement introduced about the middle of the century from Germany and so greatly fostered by Elizabeth Peabody. The training of kindergarten teachers still remains a matter almost wholly in private hands, though the community in many cases has come to support the kindergarten as a public institution.

The Conservatories of Music and Schools of Art have flourished throughout the country for decades, but the number is ever

increasing, and, although some instruction in art and music has been undertaken at public expense, the higher education in these subjects and the training of teachers in them still remain largely under the direction of private associations and individuals.

Interest in Physical Education, too, has developed since the period of the Civil War, and today the more advanced of the public schools do not wholly neglect this side of education. But the great pioneer in this movement was Dr. Dudley A. Sargent, who has trained most of the physical directors of this country.

Another recent development is in reality a revival of Colonial days. The housewifery of the eighteenth century, now euphemistically elaborated as Domestic Science, Domestic Arts, or Household Management, is now considered a proper subject for education even in the public schools. Many of the private schools for girls, however, give greater emphasis to it, while many special schools have been established to cultivate this field alone and for the training of teachers in the Household Arts.

At the end of the nineteenth and the beginning of the twentieth century a revolt arose in a limited intellectual class against the formalism of traditional education. One of the most hopeful results is the New School movement which in England, under Cecil Reddie, has resulted in Abbotsholme, an interesting and also a successful school. A number of schools of this type established in Germany, Switzerland, and France during the past ten years have exerted a wide influence, and the movement has now spread to this country, manifesting itself in many places.

Its aim is for less formalism; for a more natural schooling; for a richer experience in school life; for more actual *doing* with less emphasis on book learning. In America the movement is well exemplified by Dr. Rumely in the Interlaken School, where the boys construct their own buildings, engage in farm work, in handicrafts, and other similar activities.

Contemporaneous with this was the 'back to the country' movement, which has resulted in a more wholesome existence and richer experience for thousands of families. The educational phase of the movement is represented by the Country Day School, which combines the best features of the boarding school without separating the boys or girls from home influence. The first successful example was established in Baltimore largely through the influence of Mrs. Francis K. Carey, who succeeded in imparting her enthusiasm for the plan to her husband and many leading citizens of Baltimore, including President Gilman of Johns Hopkins.

The school was organized in 1897 and has since been widely copied in most of the leading cities of the country. Mr. Frank S. Hackett of New York in his Riverdale School was one of the pioneers. The essential feature of the Country Day School is that it takes the boys and girls from city homes to a school in the adjacent countryside for the whole day. The afternoons

are occupied with supervised play, athletics, manual training, and study periods. The Country Day School has led the way in showing that the pupil's whole day may be advantageously utilized in educational activities under proper supervision.

The modern private preparatory schools still lead the way in educational progress. In fact, they may be called laboratories of educational research, an experiment in which theories of education are developed and put into practice. It is to these schools that we must look for the enterprise and also the patience which will, first of all, analyze the virtues and the failings of modern education, and, secondly, will work out the successful solution of the problems thus discovered. This is only too clear when once we look into the matter, whether we view it historically and trace the growth of schools, as in the present article, or whether we compare public schools and private schools of the same type. The private school has blazed the way. Wider fields of education, new methods of pedagogy, new features of school life, have been introduced by the private schools into the systems of national education. The study of science, the utilization of athletics for mental and physical development, the country day movement, these are but three slight examples of the initiative and foresight of the private school's beneficent work.

CHRONOLOGICAL LIST OF HISTORIC SCHOOLS STILL EXISTENT

SEVENTEENTH CENTURY GRAMMAR SCHOOLS

- 1635 Boston Latin School, Boston, Mass.
- 1638 Collegiate School, New York City.
- 1645 Roxbury Latin, Roxbury, Mass.
- 1660 Hopkins Grammar School, New Haven, Conn.
- 1664 Hopkins Academy, Hadley, Mass.
- 1689 Friends' Select School, Philadelphia, Pa.
- 1689 William Penn Charter School, Philadelphia, Pa.

EIGHTEENTH CENTURY ACADEMIES

- 1709 Trinity School, New York City.
- 1742 Moravian Seminary and College for Women, Bethlehem, Pa.
- 1748 Friends' School, Wilmington, Del.
- 1759 Nazareth Hall, Nazareth, Pa.
- 1760 Germantown Academy, Germantown, Pa.
- 1763 Dummer Academy, South Byfield, Mass.
- 1764 Columbia Grammar School, New York City.
- 1766 Rutgers Preparatory School, New Brunswick, N.J.
- 1778 Phillips Academy, Andover, Mass.
- 1781 Phillips Exeter Academy, Exeter, N.H.
- 1782 Washington College, Chestertown, Md.
- 1783 Academy of Richmond County, Augusta, Ga.
- 1783 Conway Hall, Carlisle, Pa.
- 1784 Atkinson Academy, Atkinson, N.H.
- 1784 Derby Academy, Hingham, Mass.
- 1784 Leicester Academy, Leicester, Mass.
- 1784 Moses Brown School, Providence, R.I.
- 1785 Episcopal Academy, Philadelphia, Pa.
- 1786 Harrisburg Academy, Harrisburg, Pa.
- 1787 Franklin and Marshall Academy, Lancaster, Pa.
- 1789 New Ipswich Appleton Academy, New Ipswich, N.H.
- 1789 Georgetown Preparatory School, Washington, D.C.
- 1791 Berwick Academy, Berwick, Me.
- 1791 Morris Academy, Morristown, N.J.
- 1792 Fryeburg Academy, Fryeburg, Me.
- 1792 Newark Academy, Newark, N.J.
- 1793 Bingham School, Asheville, N.C.
- 1793 Lawrence Academy, Groton, Mass.
- 1793 Haverhill Academy, Haverhill, N.H.
- 1794 Cheshire School, Cheshire, Conn.
- 1794 Gilmanton Academy, Gilmanton, N.H.
- 1796 Charlotte Hall School, Charlotte Hall, Md.
- 1796 Oakwood Seminary, Union Springs, N.Y.
- 1797 Hartwick Seminary, Hartwick, N.Y.
- 1797 Caledonia County Grammar School, Peacham, Vt.
- 1798 Milton Academy, Milton, Mass.
- 1799 Westtown Boarding School, Westtown, Pa.

NINETEENTH CENTURY ACADEMIES UP TO 1850

- 1801 Francetown Academy, Francetown, N.H.
- 1801 Woodstock Academy, Woodstock, Conn.
- 1802 East Greenwich Academy, E. Greenwich, R.I.
- 1802 Jefferson Military College, Washington, Miss.
- 1802 Salem Academy and College, Winston-Salem, N.C.
- 1803 Bluehill-George Stevens Academy, Bluehill, Me.

- 1803 Bradford Academy, Bradford, Mass.
- 1803 Hampden Academy, Hampden, Me.
- 1804 Hebron Academy, Hebron, Me.
- 1804 Monson Academy, Monson, Mass.
- 1805 Bellefonte Academy, Bellefonte, Pa.
- 1805 Lincoln Academy, Newcastle, Me.
- 1808 Bridgton Academy, N. Bridgton, Me.
- 1808 Mt. St. Mary's College, Emmitsburg, Md.
- 1812 Lewisburg Seminary and Conservatory of Music, Lewisburg, W. Va.
- 1812 Loretto Academy, Loretto, Ky.
- 1812 Nazareth Academy, Nazareth, Ky.
- 1813 Albany Academy, Albany, N.Y.
- 1813 Thornton Academy, Saco, Me.
- 1814 Albany Academy for Girls, Albany, N.Y.
- 1814 Pinkerton Academy, Derry, N.H.
- 1814 Emma Willard School, Troy, N.Y.
- 1814 North Yarmouth Academy, Yarmouth, Me.
- 1815 Kimball Union Academy, Meriden, N.H.
- 1816 Graham School, New York City.
- 1817 Wilbraham Academy, Wilbraham, Mass.
- 1818 Pembroke Academy, Pembroke, N.H.
- 1819 Thetford Academy, Thetford, Vt.
- 1821 Pennsylvania Military College, Chester, Pa.
- 1821 New Hampton Literary Institute, New Hampton, N.H.
- 1823 Anson Academy, Anson, Me.
- 1823 Foxcroft Academy, Foxcroft, Me.
- 1824 Cazenovia Seminary, Cazenovia, N.Y.
- 1824 Maine Wesleyan Seminary, Kents Hill, Me.
- 1825 Science Hill School, Shelbyville, Ky.
- 1827 Shurtleff Academy, Alton, Ill.
- 1827 Greenwich Academy, Greenwich, Conn.
- 1828 Chauncy Hall School, Boston, Mass.
- 1829 Abbot Academy, Andover, Mass.
- 1829 Craftsbury Academy, N. Craftsbury, Vt.
- 1829 Burr and Burton Seminary, Manchester, Vt.
- 1829 Mt. St. Joseph Academy, Mt. St. Joseph, O.
- 1829 Coburn Classical Institute, Waterville, Me.
- 1830 Oxford College Academy, Oxford, O.
- 1831 Grand River Institute, Austinburg, O.
- 1831 Westbrook Seminary, Portland, Me.
- 1831 St. Charles Military Academy, St. Charles, Mo.
- 1831 Lindenwood College, St. Charles, Mo.
- 1832 Genesee Wesleyan Academy, Lima, N.Y.
- 1832 Montpelier Seminary, Montpelier, Vt.
- 1832 Parsonsfield Seminary, N. Parsonsfield, Me.
- 1832 Hannah More Academy, Reisterstown, Md.
- 1833 Peekskill Military Academy, Peekskill, N.Y.
- 1833 Austin-Cate Academy, Center Strafford, N.H.
- 1833 Connecticut Literary Institution, Suffield, Conn.
- 1834 Troy Conference Academy, Poultney, Vt.
- 1834 Worcester Academy, Worcester, Mass.
- 1835 Columbia Institute, Columbia, Tenn.
- 1835 Monticello Seminary, Godfrey, Ill.
- 1835 Virginia Military Institute, Lexington, Va.
- 1835 Washington Seminary, Washington, Pa.
- 1836 Gould's Academy, Bethel, Me.
- 1836 Freedom Academy, Freedom, Me.
- 1836 Mt. Holyoke Seminary, Hadley, Mass.
- 1836 Mercersburg Academy, Mercersburg, Pa.
- 1836 Riverview Academy, Poughkeepsie, N.Y.
- 1837 St. Mary's Hall, Burlington, N.J.
- 1837 Colby Academy, New London, N.H.
- 1838 New Bloomfield Academy, Bloomfield, Pa.
- 1838 Hearn Academy, Cave Spring, Ga.
- 1838 Greensboro College, Greensboro, N.C.
- 1838 Pennington School, Pennington, N.J.
- 1839 Episcopal High School, Alexandria, Va.
- 1839 Elgin Academy, Elgin, Ill.
- 1839 Starkey Seminary-Palmer Institute, Lakemont, N.Y.

- 1840 Derby Academy, Derby, Vt.
 1841 Williston Seminary, Easthampton, Mass.
 1841 Glens Falls Academy, Glens Falls, N.Y.
 1842 The Citadel, Charleston, S.C.
 1842 St. Mary's School, Raleigh, N.C.
 1842 St. Johnsbury Academy, St. Johnsbury, Vt.
 1842 Mary Baldwin Seminary, Staunton, Va.
 1843 East Corinth Academy, E. Corinth, Me.
 1843 St. John's School, Ossining, N.Y.
 1843 Stuart Hall, Staunton, Va.
 1844 Kemper Military School, Boonville, Mo.
 1844 Wyoming Seminary, Kingston, Pa.
 1844 Miss Porter's School, Farmington, Conn.
 1845 Germantown Friends' School, Germantown, Pa.
 1845 Litchfield Academy, Litchfield, Me.
 1845 Kentucky Military Institute, Lyndon, Ky.
 1845 St. Mary's College and Academy, Monroe, Mich.
 1845 Ursuline Academy, St. Martin, O.
 1845 Tilton Seminary, Tilton, N.H.
 1846 Somerset Academy, Somerset, Me.
 1847 Milton Academy, Baltimore, Md.
 1847 Academy Mt. St. Vincent, New York City.
 1848 Blair Academy, Blairstown, N.J.
 1848 Ricker Classical Institute, Houlton, Me.
 1848 East Maine Conference Seminary, Bucksport, Me.
 1848 La Salle Academy, New York City.
 1848 Williamsport Dickinson Seminary, Williamsport, Pa.
 1848 Todd Seminary, Woodstock, Ill.

DATE OF ESTABLISHMENT OF MILITARY SYSTEMS IN SCHOOLS AND ACADEMIES

- 1802 West Point Military Academy was founded largely through the efforts of George Washington.
 1819 Norwich Academy, Vt., was founded as the American Literary, Scientific and Military Academy by Captain Alden Partridge, a graduate and later a superintendent of West Point Military Academy.
 1839 Virginia Military Institute, Lexington, Va., founded by Capt. Partridge.
 1842 The Citadel, Charleston, S.C., was created a military academy by act of the Legislature. It is now a college.
 1845 Kentucky Military Institute, Lyndon, Ky., was founded by a graduate of West Point and modeled after that institution.
 1858 Military instruction was introduced at Pennsylvania Military College, Chester, Pa., which was founded in 1821.
 1866 Military department was instituted in the University of Wisconsin, which was founded in 1848.
 1867 Staunton Military Academy, Staunton, Va.
 1868 St. John's Academy, Annapolis, founded in 1696, became military. It now does college work.
 1868 Cornell University, Ithaca, N.Y., military training from its beginning.
 1869 Military instruction was introduced in the University of California, founded in 1853.
 1869 St. John's Military Academy, Manlius, N.Y.
 1877 Military instruction was introduced in the University of Illinois, founded in 1867.
 1879 Georgia Military Academy, College Park, Ga.
 1881 Kemper Military Academy, Boonville, Mo., became military. It was founded in 1793.
 1881 Wentworth Military Academy, Lexington, Mo., became military. It was founded in 1880.
 1882 The Bingham School, Asheville, N.C., became military. It was founded in 1793.
 1884 Military department of Michigan Agricultural College was organized. The college was founded in 1857.
 1888 Northwestern Military Academy, Lake Geneva, Wis.
 1889 Military department was established in the Oregon Agricultural College, which was founded in 1868.
 1892 Western Military Academy, Alton, Ill., was incorporated as a military academy. It was founded in 1879.

THE EARLY EDUCATION OF GIRLS

While the beginnings of "female education" in America go back to the earliest Colonial days, it was not until the close of the eighteenth century that there was any general provision made for the formal education of girls. Before that time the teaching of girls was a family, not a public matter. It was a common occurrence for a mother in teaching her own children to include others of the immediate neighborhood, and so grew up the "dame schools." These were often maintained under the sanction of the town and frequently received some slight assistance from the town treasury. In these schools there was some instruction in reading, spelling, sewing, and knitting.

A school of this type existed in New Haven as early as 1651, for the records tell us of a little girl brought into Court in that year for "prophane swearing." She was charged with using such expressions as "by my soul" and "as I am a Christian." At the trial her mother testified that she learned some of her ill-carriage at Goodwife Wickham's where she went to school. At first girls were barred from the town schools in New England, and it is doubtful when they began to be generally admitted. The earliest record in which girls are mentioned is in connection with the founding of the school in Dorchester in 1639. It was left "to the discretion of the elders and seven men whether maids shall be taught with the boys or not," and history shows adverse action on the part of the seven wise men. But in 1699 in Rehoboth, the selectmen engaged Mr. Robert Dickson "to do his utmost endeavor to teach both sexes of boys and girls to read English and write and cast accounts." Yet even in the early Colonial days there were girls who persuaded their fathers or brothers to teach them, and in such irregular ways attained knowledge beyond the rudiments.

The Moravians who established themselves in Pennsylvania about 1740 immediately opened schools for both boys and girls. The Moravian Seminary at Bethlehem, established in 1742 as a boarding school for girls, remains to this day the oldest girls' school in the country. The Penn Charter School in Philadelphia, perhaps influenced by the Moravian example, shortly after opened its doors to both sexes. In New England, where the English and ecclesiastical traditions of education prevailed, there was no separate school for girls until nearly forty years later, and it was not until 1829 that Abbot Academy, the first permanent school for girls alone, was established.

The Revolutionary days mark a time of awakening when a demand for education on the part of girls and young women resulted in more adequate provision for their instruction. About the year 1770, in and about Hartford, girls were taught in the

public schools. They "had no separate classes though generally sitting in separate benches." At Portsmouth, too, we learn from the diary of David McClure that in 1773 he "opened the school consisting the first day of about thirty misses . . . from seven to twenty years of age. . . . I attended them in reading, writing, arithmetic, and geography, principally. This is, I believe, the only female school supported by the town in New England."

After the Revolution private schools for girls began to appear which offered a somewhat higher grade of instruction. The Rev. William Woodbridge, who graduated from Yale in 1780, during his senior year kept a young ladies' school at New Haven in which he taught grammar, geography, composition, and rhetoric. In the same year, too, Dr. Rush established an academy for girls at Philadelphia. Timothy Dwight, the first president of Yale of that name, was a distinguished pioneer in women's education. He maintained a Seminary at Greenfield Hill, Conn., until 1795 when he became President of Yale.

By the close of the eighteenth century, most New England towns had made some provision for female instruction. Usually they were attended to by the school masters during the noon hour. In at least one case the school master devoted his whole time to the "misses" from five to seven in the morning. The development of the academies was a great step in the higher education of women. Many of the earlier academies opened their doors on equal terms to both sexes. Leicester Academy founded in 1784, Westford in 1793, and Bradford in 1803, were coeducational from the start, and the latter shortly after became exclusively a girls' school.

In the female seminaries which grew up at this time no very high ideals of education prevailed,—the catechism, embroidery, "painting in oils and use of the globes" usually forming an inevitable element in the curriculum. But a stronger movement was at hand.

Sarah Pierce's famous Young Ladies' Seminary was established in 1792 at Litchfield, Conn. It was one of the pioneer institutions for the education of girls and during its forty years some fifteen hundred passed under her influence.

The Rev. Joseph Emerson's Seminary for Young Women at Byfield and Saugus, Mass., was attended in the six years of its existence by upwards of one thousand pupils. Many of them became school teachers, among them Mary Lyon, who with Emma Hart (afterward Mrs. John Willard) became the great apostles for the better education of girls. At Hartford, Catherine Beecher's Seminary (1822-32) together with her writings exercised a wide influence, contributing to the growing popularity of women's education.

The first endowed incorporate institution in New England expressly for the education of girls was the Adams Academy at Derry, N.H., 1823, where Mary Lyon and Zilpah Grant were co-laborers for four years until they removed to Ipswich, Mass., where the first incorporated girls' academy in Massa-

chusetts came into existence in 1828, Abbot Academy at Andover being established the following year. With the second quarter of the nineteenth century, "female institutions" multiplied rapidly throughout the South and seminaries for women and coeducational schools through the North and West. Much of the instruction was doubtless what would now be called elementary, much of it would today be considered trivial,—undue attention was perhaps given to such accomplishments as the social standards of the times required for young ladies.

The ideals maintained by Mary Lyon, Emma Willard, and later by Sarah Porter at Farmington, all did much to raise the standard of solid learning for girls. Mrs. Willard taught successively at Westfield, Mass., Middlebury, Vt., and Waterford, N.Y., finally in 1821 on the invitation of citizens establishing a seminary at Troy, N.Y., which continues a prosperous institution to this day. Some two hundred schools for girls, one half of them in the southern states, were the direct result of inspiration received under her teaching. The labors of Mary Lyon culminated in an incorporation in 1836 of Mt. Holyoke Seminary. But all this was not without opposition and the question was gravely raised, "Who shall cook our food if the girls are to be taught philosophy?"

Since that day the steady growth of seminaries and academies and, more significant still, of colleges and universities solely for women has brought about a universal recognition of the rights and needs of women in educational matters. "Women's liberation from intellectual bondage," "the failure to utilize women's vast energies," "the romantic idea of treating women as a clinging vine," and other similar phrases have been relegated to the vocabulary of the past. The twentieth century regards the education of women as a common-sense, practical essential in the preparation of each generation for its work in the world.

More pertinent, perhaps, to our immediate subject is the fact that the number and popularity of women's colleges and other advanced institutions of learning has led to the creation of a new type of private school in which the preparation for entrance into college life is the most prominent aim.

The enterprise characteristic of educational movements of the present day is as evident in the education of girls as boys and it is the private schools that are still leading the way. For special training of all kinds, no high efficiency can yet be attained without resorting to private institutions.

Education for girls and womanhood has reached beyond mere academic grounding, and now aims to prepare not only for a position of equality, individuality, and freedom in knowledge with men, but for a high conception of her duties to the state and for her share in the world's work. It is the function of every private school for girls to play its part in developing a more efficient and a higher standard for women and, incidentally, for men.

DEVELOPMENT OF THE SUMMER CAMP

Each spring announcements of Summer Camps for both boys and girls become increasingly conspicuous in the magazines and newspapers. A decade ago it was still comparatively unusual for a boy to spend his summer at a boys' camp. To-day, it is the customary thing, and as the days of the school year approach an end the question of "What camp?" arises in almost every family.

A list of these camps reads almost like a catalog of localities famous for their healthfulness or scenic beauty. They cluster thickly about the Maine lakes and the lakes of central New Hampshire. There is a sprinkling of salt-water camps along the Maine coast and in the Cape Cod region. The beauties of the upper Connecticut have attracted a considerable group, whence others straggle through the Green Mountains of Vermont to the shores of Lake Champlain and the Adirondacks. A thin line of them through the Berkshires continues interruptedly through the Pocono and the Blue Ridge Mountains. They are springing up rapidly along the shores of the Great Lakes and in the lake region of Wisconsin, while an ever increasing number is to be found scattered through the Rockies from Wyoming to Arizona, and in the Sierras.

Today there are more than three hundred of these summer camps, ninety per cent of which are in New England and seventy-five per cent in and about the foothills of the White Mountains in Maine, New Hampshire, and Vermont.

The camping instinct is primitive and there have always been times when boys camped with adults, but this summer camp movement is a wholly new departure. Its development has been coincident with the 'back to the country' movement out of which, too, has grown the Country Day School and the New School movement of England and the Continent, which is now becoming naturalized in America. The Boy Scouts and the Camp Fire Girls are an outgrowth of the same social conditions. The summer camp marks, too, a turning back toward the sturdier training of our forbears under more primitive conditions on the farm or the frontier.

But it is more than this,—more than a protest,—more than a reversion. It is a distinctive educational movement. As worked out by its best exponents the summer camp is one of the most notable achievements of America in educational progress. But not every summer camp, so called, is worthy of such commendation. Some are avowedly recreative, some are mere commercial enterprises, but many are actuated by the highest purpose.

The organized summer camp as we understand it today had

its beginnings in the eighties, and its genesis as an institution must be ascribed to Ernest Balch. In a personal letter, he writes: "I first thought of the boys' camp as an institution in 1880. The miserable condition of boys belonging to well-to-do families in summer hotels, considered from the point of view of their right development, set me to looking for a substitute. That year and 1881 I had thought out the main lines of a boys' camp. That year, also, with two boys I made a short camping trip to Big Asquam. In 1881 I occupied and bought Chocorua Island." Camp Chocorua, thus started, was the first boys' summer camp and was continued by Mr. Balch until 1889. Through correspondence with Mr. Balch, the Rev. Mr. Nichols, inspired with this same idea, opened a camp for boys in 1882 at Stow, Mass., which he called Camp Harvard. This camp was later taken over by Dr. Winthrop T. Talbot, a son of Dr. J. T. Talbot, then dean of the Boston University Medical School, who, in 1884, moved the camp to Lake Asquam, where it was afterwards known as Camp Asquam.

Dr. Talbot's camp was eminently successful and was continued for many years until his failing health necessitated his abandonment of it. As a result of his work here and the methods he developed, some of the assistants trained by him early established camps which attained success and celebrity. Camp Pasquaney, one of the most successful camps today, was in 1895 established by Dr. Edward S. Wilson, who had received his inspiration and training in camp work under Dr. Talbot. Sherwood Forest Camp on Little Squam Lake was a rather disloyal offshoot of Dr. Talbot's camp. Established in 1903 by Dr. Shubmell it was popular for a considerable period, but has now passed.

The oldest organized camp existing today is Camp Dudley, which was established by the late Sumner F. Dudley in 1885 at Westport on Lake Champlain, where it has continued ever since under the management of the State Executive Committee of the New York Y. M. C. A. Mr. Dudley had perhaps heard of these earlier camps on Lake Asquam and even before 1885 had camped with boys on Lake Wawayonda, New Jersey. In 1886 Mr. Edwin DeMeritte, then connected with the Chauncy Hall School of Boston, opened his Camp Algonquin on Lake Asquam, which he still continues on the same site.

The summer camp idea at first met with slow response except from a few enthusiasts. It received, however, the hearty approval of General Armstrong and Mr. Frissell of the Hampton School, the former visiting Camp Chocorua and writing some accounts of it. He was the first who saw the greater possibilities of this summer camp idea. An article which appeared in *St. Nicholas Magazine* about 1887 did something to popularize the idea. *McClure's Magazine* in 1894 contained a fuller article on the summer camp, prepared by Ernest Balch with the assistance of his brother, and from that time on the summer camps multiplied rapidly.

Mr. John M. Dick, who for twenty-four years has maintained

Camp Idlewild on an island in Lake Winnepesaukee, became interested in camps in the early nineties, at first in connection with a Y. M. C. A. camp at Plympton, Mass. Mr. E. S. Gregg Clarke, who now conducts the Keewaydin Camps in Canada, was also early in the field, establishing Camp Kahkou on the Allagash in Maine as early as 1892. Dr. Roland J. Mulford, now head master of the Ridgefield School, in 1895 started Camp Choconut in the mountains of northern Pennsylvania, which has since been continuously successful. Dr. C. Hanford Henderson, now well known as an author and educator, established in 1898 Camp Marienfeld at Chesham, N.H., which still flourishes. Two years before he had a camp for boys in the upper valley of the Delaware. Dr. Henderson has been good enough to write extendedly of the camp situation as it then was for this book.

"At that time," he writes, "I did not know of any similar example elsewhere and fancied myself a veritable pioneer. One cannot speak positively, but in 1896 I think that at most there could not have been more than half a dozen of us, and I imagine that each man, like myself, fancied that he was breaking virgin ground. What was the motive for such a unique movement? I cannot speak for the others, but I suspect that their motives were equally as simple as my own. I was the young head master of a high school, and quite eaten up with pedagogical enthusiasm. I noticed that my boys came back to me in the autumn—the more well-to-do of them, at any rate—a little browner and somewhat more robust for the summer's outing, but in mentality and sometimes in morals not quite up to the achievements of June. In a word, they had slipped back. It seemed to me a boyish tragedy to be climbing the slow and arduous path of human attainment during perhaps nine months of the year, and then to slip back somewhat more rapidly during the remaining three months! So my own motive in starting a boys' camp was exceedingly simple,—it was to save the boys from slipping backward.

"This negative work of saving a boy's summer would be ample justification for all summer camps, but it falls far below the extraordinary possibilities of the situation. Every earnest adventure of the spirit brings one vastly more than one consciously starts out for, and it was so in this adventure of the summer camp. It speedily flashed upon us all that in the summer camp we had a novel and magnificent educational opportunity. Here were several dozen boys detached from the conventional atmosphere of city and suburban homes, and brought together in the simple bigness of the great open. Here was a group of young college men, clean, erect, unspoiled, bubbling over with ideals and enthusiasms, and for the moment free to be themselves. It was the material and setting for the creation of a New World!

"Quite unexpectedly we stood face to face with an immense opportunity,—the chance to weave the days into a larger pattern, and to draw the outline of a new and more self-reliant type of boy. As a result of this realization, the daily program

transformed itself. The emphasis slipped away from the more formal studies of the curriculum over to the directed occupations,—to music, drawing, manual training, nature expeditions, gymnastics.

"It was not simply what a boy *knew*,—it was even more what he *was* and what he would *do*. And the moral test became equally practical and intimate,—was a boy a good comrade; did he do his share willingly and thoroughly; could he be depended upon, day by day, as well as in an emergency; was he a gracious and welcome member of the group? It is an illuminating experience to camp out with any one, just as it is to cross the ocean with him. Boys accustomed to having everything done for them are suddenly called upon to do things for themselves; accustomed to having pretty much their own way, they are suddenly balked by the somewhat imperative demands of the group. Life at a summer camp discovers the real stuff of which a boy is made; and often it reverses the judgment of the home. Boys accounted models at home,—models in the eyes of their mothers and maiden aunts, models perhaps because nothing is asked of them, often show themselves in the more exacting atmosphere of a summer camp to be essentially poor creatures,—selfish, petty, inconsiderate,—while original boys, troublesome in the atmosphere of a too narrow home, prove in a camp to be the fundamentally good boys, the genuine sort of fellows who can be depended upon. It is an education in social virtue to live in a summer camp, for the test is the world-test of a man's relation to his fellows."

But there are camps and camps and it would be far too much to claim that all are actuated by any such high ideals. Many of these camps have no more serious purpose than the making of summer wages for their proprietors. Others in their desire to be popular have degenerated into mere summer boarding-houses for boys. Some are avowedly recreation camps with no higher purpose than to give the boys 'a good time,' accepting the boy's own standard of what constitutes a good time. Some are known as athletic camps and make a specialty of competitive athletics, attracting boys by athletic 'stars' who are engaged for the staff.

Aside from the Y. M. C. A. camps practically all are the private property of their directors and reflect the individual character of the men who own and control them. What the master is, the camp is,—broad and inspiring, or narrow and petty and sordid. Between these two major types, the educational camp and the recreation camp, there is a varied array given over to special ends,—tutoring, civil engineering, physical culture, art, dramatics,—these are in effect summer schools conducted in the open. Then there are sectarian camps. Some of the best equipped and most efficiently organized are under Jewish management with Jewish clientele. There are excellent camps in which the clientele is drawn from Roman Catholic families or from Christian Science families.

Boys' camps had become generally popular long before any

one was bold enough to suggest that what was good for boys might be equally good for their sisters. Dr. and Mrs. Luther H. Gulick as early as 1888 had a camp on the Thames river, Connecticut, for their own daughters, and as they grew up other girls were invited to join them on a paying basis. This Camp Gulick, with an interruption of only two years, was continued until in 1910 they established in Maine Camp Sebago-Wohelo.

It was in 1902 that Mr. C. E. Cobb, a Providence school teacher, started a small camp for girls on Highland Lake, Bridgton, Me. In spite of discouraging conditions, he and his good wife kept on and have now built up a group of highly successful camps for girls of all ages which are patronized by hundreds every summer and to which they, with a staff of assistants, devote their whole time. The example of Mr. and Mrs. Cobb was followed in succeeding years by others. In 1905 Mr. and Mrs. Edward L. Gulick opened Camp Aloha on Lake Fairlee, Vt. Their success has been such that they now have three camps in that region. In the same year Mrs. Hassan established Pasquaney Nature Club for Girls on New-found Lake, and Eagle Point Camp was opened at Rumney, N.H. Since that time they have multiplied rapidly, until today they are almost as numerous as the camps for boys.

The girls' camps do not show as many distinct types as the camps for boys, and still the spirit of each camp is as diverse as the personalities that direct them. In general their purpose, perhaps, is not so serious. Recreation, good times, the making of the camp popular so as to insure continuous patronage is frequently the chief aim. Some of the camps, however, are actuated by higher ideals and loftier purposes. The life in the girls' camp differs only slightly from that of the camp for boys. They play baseball and have athletic meets, though they are not taken so intensely. Tennis and basket-ball are always popular and so of course are all sorts of water sports. Generally there is some real camping out, hikes of several days or more, during which they sleep in the open. The teaching of handicrafts and domestic arts has been introduced in most.

Perhaps the greatest single contribution that has been made to the methods of girls' camps was supplied by Mrs. Luther Halsey Gulick when she originated the "Camp Fire Girls of America," at her Camp Sebago-Wohelo. Taking for its symbol the cheerful wood fire and teaching each girl to "seek beauty, give service, be trustworthy, pursue knowledge, hold on to health, glorify work, and be happy," it affords unlimited opportunity for joyous activity in earning the honors in campcraft, healthcraft, homecraft, nature-lore, and patriotism which are required for advancement from one degree to the next. The movement has rapidly spread, and 'camp fires' have been organized all over the country. Last summer between seven and eight thousand girls camped out as Camp Fire Girls. A somewhat similar plan for girls under twelve years of age was originated by Mrs. Charles Lanier, and has been organized under the name of "The Blue Birds."

The educational possibilities of the summer camps for boys have continued to grow upon their directors and perhaps have not yet been exhausted. The summer camp, at its best as it is today, is the result of contributions from many men and divers sources. From the hunting camps of the past, woodcraft, campercraft, the woodsman's lore have been introduced and developed as a subject of real educational value to boys in their teens. All this has been organized in the Woodcraft Indians so as to appeal to the imagination of the growing boy, and many of the best summer camps have 'tribes' of Woodcraft Indians to which admission is eagerly sought by the boys but which requires proficiency in woodcraft.

The naturalist, the ornithologist, the botanist, have found in the summer camp an unequaled opportunity for interesting boys in every phase of nature study. Many camps have well-organized instruction in life-saving, in wireless telegraphy, in photography, and in shooting. The physical director has here an opportunity for training in all-round natural and normal activities,—swimming, diving, in horsemanship, and in divers activities which tend to self-reliance, poise, manliness.

There is little question that the summer camp is here as a permanent addition to our educational institutions. Already the camps have done more than save the boy's summer,—they have made him a hardier, more resourceful boy, the promise of a more self-reliant, better disciplined man.

The winter camp for boys is a recent conception of Mr. Ernest Balch. In the winter of 1915-16 he organized at the Cloyne School such a camp which proved popular and successful. Boys from twelve to sixteen slept in sleeping bags in tents within a stockade out of doors through the winter, even in the heaviest storms. As a result they were free from colds, less nervous, and in improved physical condition. The winter camp idea has been continued at Cloyne and is spreading.

"Perhaps the highest office of the summer camp," writes Dr. Henderson, "would be to make itself unnecessary, by importing into our whole scheme of education the saving idea that boys and girls ought to be brought up in the country and ought to live a simple, sturdy, open-air life twelve months out of the twelve. The camp idea is the direct progenitor of our so-called country day schools. Already there are indications that the summer camp, instead of supplementing education, may end by transforming it."

CHOOSING A CAMP

BY MORTON SNYDER

Assistant Head Master, Newark Academy

No father or mother should hesitate to send a normal boy or girl to a summer camp. The recreation camp for children is now well past the experimental stage; the number and variety of these enterprises is great; the ideals and standards of camp life have been thoroughly worked out by camp directors of high character. If parents will exercise ordinary care in selecting a camp, they need have no more fear for the happiness and welfare of their children than if they had them at home or at the ordinary summer resort. In fact, rather less. The danger of physical harm and moral contamination is much less. Provided the individual needs of a boy or girl have been carefully considered in choosing the camp, the vacation thus spent will be an infinitely more wholesome experience than one idled away at a summer hotel or in city streets and amusement places. The outdoor life, the contact with nature, the helpful influence of strong men and women, the lessons learned from one's fellows, the stimuli and restraints of organized activity, these are nowhere so effectively combined as at a properly conducted recreation camp. By no other investment of a similar amount of money can a fond father and mother secure for their son or daughter so much of enjoyment and benefit.

But they must choose wisely, for camps are organized on widely divergent lines. At one extreme is the rough-and-ready camp for older boys, with the emphasis on the hardy life. The conventional refinements are discarded; long canoeing, riding, tramping, and hunting trips, entailing severe exertions, are undertaken; boys are thrown on their own resources; self-reliance and informality prevail. Far removed from this sort of enterprise is the small boys' or girls' camp, where safety is the first consideration, where every day's life is planned, and where physical health, personal habits, and recreational activity are carefully supervised. In the one we find Indian guides and no rules, in the other "camp mothers" and compulsory tooth-brushes.

Somewhere between these extremes will be found the sort of life and the degree of restraint needed by a particular boy or girl. The one type is in itself no better and no worse than the other. Camp directors are moved by a common purpose: namely, to give to the young people in their charge a summer of happy and wholesome out-of-door activity, to the end that their bodies, minds, and characters—especially their bodies—shall be stronger in the fall. The majority of directors are

earnest and conscientious men and women; their camps are run for a profit, but at the same time with an eye single to the welfare of the campers. Their methods are, however, so diverse that the primary responsibility for the child's summer must still rest with the child's parents, and the decision to send a boy or girl to camp imposes on the father or mother the duty of investigation before a choice is made.

A given camp may be the best or the worst place for a particular boy or girl. It is a question of fitting; the camp must be chosen to fit the child. It is therefore essential that, before deciding on camps, fathers and mothers should be acquainted with their children, and that they should honestly consider the youthful shortcomings which they hope to see corrected by the summer's exercises, the lacks which they trust to the camp life to make up. The wise parent will consider a child's physique and character and personality thoughtfully before making the final decision.

Has a boy or girl some physical defect? Is he or she nervous and high-strung? Is he a "gentle boy" who has never been a good mixer? Is the girl a timid little person who needs encouragement? Does she lack individuality and initiative? Is either a serious child who needs to be taught to play? Or physically a bit retarded? Or morbidly over-sensitive? Perhaps these children will fit happily into smaller camps where they will not be lost in the crowd, where their confidence in themselves will be judiciously stimulated, where the life is so organized that they cannot but participate in everything. Is the boy a quarrelsome young tyrant? Or a selfish little egotist? Is the girl over-fond of a few chosen friends? Or does she reveal signs of snobbishness? Are they both spoiled and over-anxious to be waited on? Or sulky and petulant when crossed? Possibly the give-and-take of a larger camp will benefit them. Examples might be multiplied indefinitely; these few will suggest that each child is a separate individual, especially when camps are being considered.

Camp booklets, those attractive and interesting announcements through which directors introduce themselves to inquiring parents, repay study. Their concrete statements regarding personnel, equipment, organization, and routine give superficial evidence as to the grasp which the directors have on their problems. It is quite probable that a companion or a teacher has suggested a particular camp to a boy or girl. This simplifies the problem of selection, at least temporarily. The parents' judgment should not, however, be abdicated. The companion's opinion may be worthless; and the teacher's also, if he or she has never actually been at the camp. The careful parent will go a little deeper and will secure the names of parents who have had children at the camp, or who have visited it during the season.

Parents should lose no opportunity personally to interview the director and the men or women associated in the camp management. For they are the camp. More important than

location, equipment, or organization is the personnel of the staff in charge. The prime essential to be looked for in the director is, of course, an honest and sympathetic understanding of boys and girls, without, however, any weak sentimentality and over-demonstrative affection. There must be earnestness, sincerity, good-will, and sound judgment. The director must have a quick and kindly eye for boys and girls, and for their changes in disposition and character. He or she must possess a genius for seeing everything, for anticipating possibilities. Infinite good nature and a convincing personality will be needed if others are to be held to loyal enthusiasm and cooperation. In brief, the head of the camp, whether man or woman, should be good and strong and likeable. The councilors, too, must be able to attract and understand and convince the young people with whom they are to live. Their relation to their charges is an intimate, twenty-four hour relation. The influence of each individual may be very potent; the unreasoning attachments which boys and girls form under camp conditions make the councilor's character a matter of importance to those who are turning over their children to others for two months.

Certain details in the organization of camp councils are of interest to parents. It is generally conceded that one councilor is required for every five to seven campers. Every proper camp has a doctor, either in the camp or close at hand. There will be someone capable of giving emergency treatment in case the doctor lives some minutes from the camp. A "camp mother" is an important person in the summer life of small children. A capable and experienced athletic director is essential. The right man or woman will be ingenious in devising games, well-versed in athletic sports for both large and small children, and especially equipped to decide questions of health, strength, and endurance.

Parents should observe in how far the director's judgment is sound in selecting the companions with whom their son or daughter is to spend the vacation. What sort of boys and girls are accepted? Is their own child taken "unsight, unseen"? The careful director insists upon a personal interview with, or an authoritative opinion upon, every prospective camper. The temptation to increase numbers imprudently is very great because every camper above a certain number increases the profits. It will, therefore, be wise to establish the fact that the camp limits its numbers, that it excludes certain types of children, and that it personally scrutinizes every applicant before accepting him or her. The establishment of this fact creates a strong presumption in favor of a camp.

The underlying principles of camp organization take the form of questions in the minds of interested fathers and mothers. There are perhaps six of them: (1) Are the health and safety of each camper the first consideration of the director and the councilors? (2) Does the camp assume absolute and entire responsibility and leave nothing to chance? (3) Is supervision at all times adequate, thorough, and conscientious? (4) Is the wak-

ing time of each camper accounted for and used to advantage? (5) Is the individual the unit of interest? (6) Is equality of opportunity so systematized that each camper is assured of a good time? It is gratifying to state that the majority of camps can truthfully answer these inquiries in the affirmative.

Equipment is the most tangible but not the most important element in the successful camp vacation. A good time is not entirely dependent on an elaborate plant. A body of unpolluted water does, however, seem to be an essential. Woods and an open space for sports are almost as important. Living accommodations may be elaborate or simple—tents, shacks, an old farmhouse, an up-to-date bungalow dormitory. Whatever the arrangement, there must be plenty of sunshine, free ventilation through and under the living quarters, proper drainage, and sanitary though not elaborate toilet facilities. The water supply is a vital matter; parents may also well insist on knowing how the camp gets its milk, butter, eggs, fresh meat, and fresh vegetables.

The actual location of a camp dictates to a large extent the sort of supervision necessary. If there is water, there will be swimming and boat tests, swimming hours and rules. In his confidence as to the enforcement of these rules lies the only promise of a restful state of mind for the parent. The dangers to be met on land—falls, cuts, bruises, sprains, burns, over-exertion, illness—are no greater in camp than elsewhere. The important thing is to assure one's self that the director is alert to the possibilities, and that provision is made for emergencies. Many camps now supplement their own precautions by instructing their boys and girls in "first aid" work and by teaching rescue and resuscitation drills. Every good camp offers effective instruction in swimming. The camp doctor or the athletic director will be responsible for the general health of the campers. He will prescribe as needed, will examine each child, will make heart and lung tests, and will advise in matters of exercise, swimming, diet, and sleep.

A child's entire day should be pleasurably and profitably used. Of course, eight to ten hours are devoted to sleep, and there is usually an "idle hour" just after the midday meal. But the rest of the twenty-four hours, from setting-up drill and morning dip to camp fire and evening prayers, must be planned. The possibilities are infinite, but there must be present the controlling purpose that every camper shall be healthfully occupied. Every boy or girl will be drawn into the sports of the day and will be encouraged and instructed in the finer points of the games; evenings and rainy days will have their pleasures. The line between play and work will not be too sharply drawn. The activities of the Boy Scouts, the Seton Indians, and the Camp Fire Girls are becoming increasingly popular. The young people will be taught to do things and to make things. A parent may well expect that at least an hour a day will be devoted to some sort of directed work. The offerings are varied, for there are, for both boys and girls, photography, camp

cooking, basketry, nature study, "first aid" instruction, military drill, wireless, and many other profitable interests.

There are other details of camp life in which fathers and mothers will be interested. They will wish to know whether their child's social peculiarities and personal habits are to be noted, and whether decent table manners and a wholesome observance of the Sabbath are assured. They will hardly expect all the niceties of the conventional life, but, especially in the cases of younger children, they will wish to feel that the home training shall not be entirely forgotten in the vacation. Their justifiable anxieties may be quieted, for it is a fact that the better camps all insist on courtesy toward one's peers and respect for one's elders, on a presentable appearance and acceptable manners. Likewise, most camps stimulate personal tidiness by means of daily inspections of quarters. They keep the campers contented on Sunday by making it something between a holiday and a Puritan Sabbath. In fact, Sunday is often one of the most carefully planned days of the week.

An attempt has been made to show how parents may study camps and to suggest what they may reasonably expect to find. It is an encouraging fact that they will usually find what they seek if they will but take the trouble to canvass the field a bit carefully. Their satisfaction at the end of the season will be measurably increased, too, if they have shown themselves willing to pay well for the freedom they have gained and for the services rendered them, and if they have cooperated heartily with the director in the care of their children. Camps render a valuable service. It is hardly possible to maintain a first-class one—to pay salaries, running expenses, interest charges, the cost of repairs and new equipment—on less than \$200 per camper for the season. Camp workers deserve, too, the fullest cooperation from fathers and mothers. Helpful information about children should be given, so that the vacation may be made most beneficial; and the camp's authority should be supported sturdily, by letter and, when necessary, in person. In performing this duty parents will be contributing the final element necessary to assure their children a healthful and happy summer.

THE NEW SCHOOL MOVEMENT

The New School has become a 'movement' in England, where the traditional "Public-Schools-as-the-nurseries-of-empire" are so strongly entrenched in the tradition of the "Battle-of-Waterloo-won-on-the-playing-fields-of-Eton" that any innovation to survive must become a 'movement,' that is, must have a propaganda with driving power.

The whole purpose was to let a little light and fresh air into the musty traditions of school teaching. It grew out of the work of a group of enthusiasts in England among whom the poet, Edward Carpenter, was a leading spirit.

It was Dr. Cecil Reddie who started Abbotsholme in 1889, and his school has become the model and type of them all. Bedales was the first coeducational school on this plan. It was established near Petersfield, Hants, in 1893 by J. H. Badley.

Dr. Hermann Lietz, who had worked for a year at Abbotsholme and published a book on his experiences there, founded the first of his Landerziehungsheime in 1898. M. Edmond Demolins, the French writer and sociologist, transplanted the New School to French soil. His École des Roches was opened near Verneuil in 1899.

Dr. Lietz established and himself directs three separate schools. At Ilsenburg in the Harz is the preparatory school for boys from eight to twelve; at Haubinda in Thüringen, a school for those from twelve to sixteen; and at Bieberstein in Hesse-Nassau is one for the latest school years, sixteen to twenty.

The New Schools aim to give (1) Physical education through life in the country with pleasurable manual work in agriculture, carpentry, handicrafts; (2) Intellectual education—not mere memory work or book-learning, but reflection and reasoning based on observation, and training of the imagination; (3) Moral education—not mere bending to authority from without, but training in initiative, responsibility, and self-government.

The list of New Schools here appended may prove of interest though it was compiled before the outbreak of the war, which has doubtless resulted in the suspension of some. Those marked with an asterisk are coeducational. The abbreviation D. L. E. H. signifies Deutsches Landerziehungsheim; E. N., École Nouvelle.

ENGLAND

<i>School</i>	<i>Head Master</i>	<i>Location</i>	<i>Established</i>
Abbotsholme	Dr. Cecil Reddie	Rocester, Derbyshire	1889
*Bedales School	J. H. Badley	Petersfield, Hants	1893
Clayesmore School	Alexander Devine	Pangbourne, Berks	1896
*Ruskin Home Sch.	Harry Lowerison	Heacham, Norfolk	
*Morkshin School	Philipp Oyler	Headley, Hants	1912

GERMANY

*D. L. E. H.	Hermann Lietz	Ilsenburg, Harz	1898
D. L. E. H.	Hermann Lietz	Haubinda, Thüringen	1901
D. L. E. H.	Hermann Lietz	Bieberstein, Rhön	1904

<i>School</i>	<i>Head Master</i>	<i>Location</i>	<i>Established</i>
L. E. H. Unterschöndorf	Julius Lohmann	Ammer See, Bayern	1907
D. L. E. H. Trebschen Züllichau Mark (For girls)	Brandenburg		1906
*Freie Schulgemeinde, Wickersdorf, Bukow	Luserke	Saalfeld, Thüringen	1906
L. E. H. Breitbrunn (For girls)	Franz Uts	Ammer See, Bayern	1906
Erziehungsschule, Schloss Bischofsstein	Dr. Marschall	Lengsfeld, Erfurt	1908
*Odenwaldschule, Oberhambach	Paul Geheeb	Heppenheim Hesse Darmstadt	1910
Landschulheim am Solling	Kramer	Holzminden, Weser	1910
Erziehungsschule Schnepfenthal	Dr. Ansfeld	Gotha	
SWITZERLAND			
L. E. H. Schloss Glarisegg	W. Zuberbühler	Steckborn, Thurgau	1902
Institut Grunau	Dr. H. Looser	Bern	1867
Schloss Kefikon	Bach	Islikon, Thurgau	1906
*L. E. H. Hof-Oberkirch	Hermann Tobler	Kaltbrunn, St. Gallen	1907
Engiadina	Welleman	Zuoz, Engadine Graubünden	
Bellaria	Hermann Gilli	Zuoz, Engadine Graubünden	
É. N. de la Suisse Romande,	L. Gautier et F.	Chailly-sur-Lausanne, Vaud	1905
*La Châtaigneraie	Ern. Schwarz-Buys	Coppet, Vaud	1908
École-Foyer des Pleiades, Ondallaz	R. Nussbaum	Blonay, Vaud	1911
É. N. (For girls)	Mlle. Haemmerlin	Chexbres	1911
FRANCE			
École des Roches,	G. Bertier	Verneuil-sur-Avre, Eure	1899
École de l'Île de France	M. Scott	Liancourt, Seine-et-Oise	1901
Collège de Normandie	M. Duhamel	Clères, Mont-Cauvaire, Monville	1902
École d'Aquitaine	Ernest Contou	Lamotte-Beuvron, Loir-et-Cher	1905
AUSTRIA			
L. E. H.	Dr. Ad. Ritter von Gestel V. Ucken	Grinzing, Vienna	1910
*Neue Semeringschule (For young children)	Mme. Schwarzwald		1913
POLAND			
Ognitko Stara Wies, Klarysew, (For girls)	Mme. Pawlicna	Warsaw	1906
		Warsaw	1911
SWEDEN			
Lundsberg Skola	Fritz Danielson	Lundsberg, Varmland	1896
BELGIUM			
É. N. à la campagne, Château des Vallées	Faria de Vasconcellos	Bierges-lez-Wavre	1912
SPAIN			
Colegio Mont-D'Or	P. Moles	Barcelona	1905
UNITED STATES			
Interlaken School	Dr. E. A. Rumely	La Porte, Ind.	1907

THE YEAR'S ADVANCE IN EDUCATION

To detect the main currents amid the shoals and eddies, to find evidence of permanent advance in education in the brief period of twelve months, it is needful to distinguish between passing fads and fashions, and the slow development of underlying opinion which makes for actual advance. For education and educational activities as they exist are merely a reflection of those larger social forces whereby society endeavors to perpetuate the past or prepare for the future. In a country like ours with its cosmopolitan population, its widely varying conditions,—economic, social and industrial,—educational tendencies must always be divergent, and often conflicting. Not only will the local and state systems differ, but individual initiative and individual demand will develop other variants.

In any society that is changing, that is adjusting itself to new economic conditions, all schools and school systems must be forever in the making. Only when a people come to a standstill in development, only when the chief purpose is to maintain the *status quo*, can an educational system remain fixed and unchanged. Even the most conservative in our country find that they are carried along by the drift, and were they set back to the conditions of a few decades ago would find themselves uncomfortable and uncomfortable. Even the most stand-pat school master will point with pride to changes which he himself has brought about. In a country like ours, self-complacency is not tolerated. Schools and colleges that are not moribund are intent on some change,—raising standards, increasing the numbers of students, improving methods or in better teaching.

The increasing number of educational surveys of city and state school systems and of private institutions indicates a desire for more accurate appraisal and for self-advancement. Published reports of more than thirty surveys have appeared during the year. While not all of these have been wholly intelligent in their methods or in their conclusions they have resulted in the bringing together of a great fund of more definite information about our schools than has heretofore been available. The survey has become established as a means of educational progress. A broader social point of view toward educational activities, aims and results is apparent, and the latest developments in scientific measurement are being utilized. The twenty-five volumes on the Cleveland survey describe every phase of the city's educational activity. The survey of state systems, as in Maryland, has resulted in immediate legislation to remedy the defects revealed. Though it is much easier to measure the uniform work of the elementary grades than the differentiated work of the high school, school surveys are more and more concerned with secondary education.

Especially interesting and significant is it to find a private school and a church school of established standing, like St. Paul's, employing an educational expert to make a survey and render a report. Dr. M. V. O'Shea, Professor of Education at Wisconsin University, renders a report based on visits to thirty-five classes, conferences with each master, and attendance at departmental and faculty meetings. The report covers such topics as the spirit of the school; physical equipment, and hygienic conditions; the hygiene of the masters' life; studies, with recommendations as to broadening their scope; scholarship, with an explanation of why it is not higher, and a recommendation for supervised study; use of standards and scales of measurement; the technique of teaching and its improvement. It is a report which every private school master may well read with profit. The initiative of St. Paul's in such scientific self-examination may well be emulated by other private schools.

■ Measurement of educational results through the development of standardized scales comes on apace. This impulse has had a double origin. It has come both from the machine shop and the psychological laboratory. The methods of efficiency which modern industry developed in connection with machine-shop practice are beginning to be applied in the schools. This is frank admission that a large part of educational practice is mechanical, that it can be measured and standardized. The purpose for so doing should be that the mechanical may be reduced to the minimum so that there may be found more time and opportunity for other features of education.

Secondary schools are making increased use of standardized tests in grading the ability of individual pupils,—in measuring the value of the work done by classes and in comparing results accomplished in different high schools. The recent surveys have made an increased use of scientific methods of measurement of standardized scales and the recently developed scientific methods of measurement.

Supervised study has received a great impetus from the more careful examination of results achieved. An examination into methods and an improvement in the efficiency of the methods whereby the learning process is accomplished has been the natural result. The increase in interest in supervised study is one of the most helpful and interesting developments of the educational year. Some of the possibilities in this direction were forecasted in our review of the year (pages 56-57, 1916 Edition). All that has been accomplished thus far does little more than to attract attention to the desirability of further thought and study of this subject. In the past and today in the more conservative private schools the school work in a subject consists almost wholly in the recitation, which is almost wholly an effort to test the pupil's knowledge, often a mere attempt to catch him bluffing. The more progressive high schools and some of the private schools have now adopted a plan whereby a longer period of sixty minutes is divided more or less freely for recita-

tion and for supervised study. This plan has been generally adopted in the junior high schools and results in a longer school day. The Country Day Schools with their longer day have in varying degrees for some years past given more or less supervision in the afternoon study hours.

Experimental education has during recent years experienced a very rapid growth. It originated with the professional psychologists in the laboratories in an effort to solve problems of general psychological analysis. The more recent advance has been carried on by students who are interested chiefly in the problems of education. The methods of the laboratory have been applied especially to the investigation of the learning processes, and to the determination of individual ability through intelligence tests. The results of the former investigation tend to discredit the old theory and practices of formal discipline. An admirable review of this whole field is given in Sleight's "Educational Values," which, though published two years ago in England, is still too little known. A more recent book in this field is Freeman's "Experimental Education."

The new education, modern schools, experimental schools—phrases which stand more or less for the same sort of thing—have during the past year for the first time come to frequently occupy the front page positions in the newspapers and to be the subject of leading articles in the weekly reviews and monthly magazines. This marks indeed a great advance in popular interest in the efforts of those educators who believe that traditional practices may be improved upon. Popular interest in this movement toward improvement in the traditional practices and methods of the little old red school house and the old academy days perhaps began with Colonel Francis W. Parker's revolutionary practices at Quincy, Mass., forty years ago, which became the Quincy method. This consisted of the startling innovation of sending pupils into the outdoors and inducing them to use their eyes. Colonel Parker and his idea, transplanted to Chicago, grew mightily in the popular mind. John Dewey and his experimental school flourished in this Chicago soil so fertilized. Dr. Dewey transplanted to New York later exerted an even wider influence from Columbia University Heights.

These new systems of education are heretical chiefly in that they do not find in the traditional curriculum the sum total of educational material. First they recognize the value of extra-curricula activities, the value of actual observation, training in the senses, and then they proceed to make these things a part of the curriculum. Mrs. Marietta L. Johnson, for instance, at her School of Organic Education at Fairhope, Ala., has long recognized home work or outdoor labor and even incorporates it into her scheme of education. John Dewey, when he visited Mrs. Johnson's School in the winter of 1914-15, pronounced it "one of the most hopeful educational experiments in this country." Through her Summer School at Greenwich, Conn., she has for some years exerted an increasing influence. To promote her methods the Fairhope League, formed several years ago, is

now incorporated. One of its objects is to conduct a correspondence school in the principles of organic education for mothers throughout the country. Another plan is to establish a demonstration school in New York, securing as pupils a limited number of orphans from the belligerent countries.

Greenwich has witnessed in the last few years the development of another interesting experimental school,—Wabanaki, the Woodcraft School, founded by Mrs. Charles Tarbell Dudley. "It makes the educational appeal first through the senses and mental and moral discipline come as results." Pupils are out of doors as much as possible, and nature study and woodcraft pursuits are learned first hand.

William Wirt in his Gary system of education recognizes the educational value of extra-school activities by providing one loose or free period in every day, which the children can spend either at a rationalized and attractive form of "chapel" exercises or, upon written request of their parents, in music lessons, drawing lessons, instruction in religion, or home work or duties of any sort. The teachers make a special point of endeavoring to connect up and utilize—to "correlate," as the pedagogic term has it—this home or outside work with some one of their studies.

The General Education Board has undertaken a far-reaching program in educational experimentation and investigation. A full and authoritative account of the Gary system is being prepared by an especially qualified group of prominent specialists under the direction of Abraham Flexner. Prof. C. R. Richards, Director of Cooper Union, is making a special study of the Gary vocational and industrial instruction. S. A. Curtis is investigating class room testing, and other specialists various features of the educational program.

Through a grant to Professor Guy M. Whipple of the University of Illinois the General Education Board will endeavor to find out "how early in their school life gifted children can be spotted and how much school time and energy they can economize, as well as how much additional training and mental equipment they can obtain during their school years." The Board has also authorized a study of the Junior High School, which is being widely experimented with in different sections of the country. Professor Thomas H. Briggs of Teachers College, Columbia University, is investigating the subject and will publish a report.

Dr. Flexner's pamphlet "The Modern School" has drawn upon himself and the General Education Board a vast amount of criticism. The *New York Times* rather immoderately stated its opinion that "young men and women trained in this manner would be as destitute of culture as a Hottentot." While Dr. Flexner advocated radical changes in current practice these were neither new nor unfamiliar to those familiar with the teachings of John Dewey or to those who have read Bobbitt's "What Schools Teach and Might Teach" or Edmund Holmes' "What Is and What Might Be." Charges of plutocratic control of education, of materialistic 'bread and butter education,' in

place of the spiritual thought and idealism fostered by our traditional school subjects have not deterred the Board from proceeding to put its principles in practice. Funds have been provided for the establishment of an experimental school to test the value of Dr. Flexner's ideas. It will be known as The Lincoln School and will be conducted in connection with Teachers College at Columbia University. Professor Otis W. Caldwell, formerly head of the Department of Natural Sciences at the School of Education in the University of Chicago, has been appointed director.

The curriculum recognizes the varied interests and activities of actual life, it will include "no study of formal grammar, no involved mathematics, no Latin, Greek, nor other dead language, no ancient history except as it bears on modern problems—nothing, in fact, for which no better reason than tradition can be assigned. Books will disappear as far as possible as a means for instruction, and the accessible world will be used as the laboratory where children are to be taught and trained with an eye to the realities of life and existence." Modern languages, civics, history, literature, the fine arts and music, sciences, mathematics, physical training and household and industrial arts will be studied. Experiments will be made with such languages as English, French and German to determine what methods give the most substantial and effective results in the use of those languages. In all subjects effort will be made to base school work upon real situations.

Vocational Education has enlisted the interest of Congress. The Smith-Hughes Vocational Educational Bill, which became a law late in 1916, is one of the most important educational bills ever enacted. It provides for Federal aid in giving training in agriculture, trades, home economics and industrial subjects, and appropriates \$500,000 for 1918 with amounts increasing up to \$3,000,000 for the year 1926, and the same sum annually thereafter. It also provides for preparation of teachers in these subjects, \$500,000 for 1918 with increasing amounts up to \$1,000,000 for 1921 and annually thereafter.

The conception of vocational education as a simple matter—a mere training for a trade—has passed and is now seen in its more complex aspects. Any subject taken with the purpose of making it a life work is vocational,—Latin for the prospective Latin teacher is as purely vocational as forging for the future blacksmith. Any training which is not vocational must have for its excuse that it is either cultural, recreative or disciplinary. So blacksmithing may be cultural to the future Greek professor, drawing disciplinary to the banker, and farming recreative to the merchant. Harvard and Yale were founded as vocational schools "dreading an illiterate ministry." Farming has come to be recognized, particularly in the last decade, by bankers and brokers, as recreative, while book-binding has proved more highly cultural to many girls than Latin, more disciplinary than algebra.

VOCATIONAL GUIDANCE AND THE COLLEGE PREPARATORY SCHOOL

BY FRANCIS CALL WOODMAN

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Changes in government, religion and education may reasonably be expected to attend the general reconstruction after the war. The new education, especially, must meet the rising demands of the times, and will have a rapid and perhaps a surprising development. What will some of the features of this new education be?

So far as the colleges and the college preparatory schools are concerned, "the time has passed," as President Eliot has well said, "when the principal part of the work was training for service in the church, the bar, and the state. Now, the principal part of the work is the training of young men for public service in new democracies, for a new medical profession, and for finance, journalism, transportation, the new architecture, the building of vessels and railroads and motors, and the direction of great public works which improve agriculture, conserve the national resources, provide pure water supplies, and distribute light, heat, and mechanical power."

The practitioners of these new professions will need different sorts of training, and a greater variety of practical subjects, having to do more with the training for doing than has been the case hitherto. The classical studies will, in consequence, give way in large degree to these newer practical subjects, such as the modern languages, sciences and industrial arts.

A hopeful feature of this new education will be the increased interest which the pupils will feel in their subjects owing to their practical application to everyday life. This increased interest means of course better results than could possibly be attained through any driving process to master uncongenial subjects, no matter by what means of compulsion.

Another reason for this increased interest in studies will be the frank recognition of a definite aim toward which the students will look more and more, as they progress in school and college, as the means by which they can secure a good living, while, at the same time, being of good service to their fellow-men.

The study of one's self, with a view to a future career by means of broad contacts with life experience, and the study of the whole field of occupations, from which one may choose his vocation,—is known as "vocational guidance," and it is a subject which touches all interests, and all sides of life, and which can be employed in any school-class, or in any branch of study. It enables the student to survey the activities and industries of the world

in such a way as to show him what the opportunities for service are, and the chances for his discovering the direction in which he is drawn, and in which he can do his best work. In many cases it prevents his blindly drifting into the wrong channel by opening up other channels of activity, and by explaining what they have to offer.

For instance, in the seventh, eighth, and ninth grades, or the first, second, and third form in many Boarding Schools (the fourth, fifth, and sixth classes in others), the subjects of English, mathematics, history, geography, modern languages, and even Latin can easily be taught in such a way as to call attention to their vocational implications and values, and thus to cause these subjects to interest the boys and girls to a far greater extent than formerly, by occasionally showing how the subjects relate to livelihoods in industry, commerce, and the professions, and how they can be utilized profitably, or, in plainer terms, utilized profitably to make money. No cultural values need be lost, and a deeper unity and abundance of life may be developed. Boys and girls want to know the reasons for things (especially the reasons for studying Latin!), and these reasons may be much better explained by the frank recognition of vocational values in each subject than by the contrary policy based on an assumed otherworldliness. For instance, Latin can be shown to be practical by explaining its importance as the root of many English words and of words in the modern languages, which should be understood by every successful man of business or of any profession. The importance of Latin can also be shown as the best mode of learning grammar, and perhaps of substituting almost entirely the study of English grammar, an often unnecessary piece of drudgery and hardship. Hard work and valuable mental training can be just as well secured by means of a congenial and more useful study.

Vocationalizing the subject should turn the formal and stiff work of the class room into more of a laboratory atmosphere, when more freedom and individual teaching can be secured by use of the round table plan, and with apparatus of various kinds, such as, in the English class, pictures, charts, busts, reference books and stereopticon views. Such aids, as sources of interest, can be used to even greater extent in the other subjects.

In the tenth grade (the fourth form) a book on "occupations," such as Gowin & Wheatly's book of that title, should be used in class, not less than three periods a week. The eleventh and twelfth grades (fifth and sixth forms) are usually so busily at work on college entrance requirements that most schools would teach only those subjects which the colleges indicate. The work as outlined, however, will bring the boys and girls to a place where they will enter college realizing to a greater extent why they came, what they are there for, and what they propose to do after graduation.

But it must be borne in mind that these manual and industrial studies must begin in the lower classes, so that little boys and girls will grow up with these industrial and practical interests.

To try to get big, spoiled, indulged boys interested in these methods at sixteen or eighteen years of age, does not often succeed.

Fathers and mothers will welcome any study which will add wholesome and worth-while interests to their children's lives, and fathers will be especially glad to find their boys possessing a knowledge of things useful in after life, and an interest in them,—such life activities as manufacturing, administration, transportation, and the like.

Whatever pursuit is to be followed in the making of a living is vocational, and whatever assistance may be given to lead to wise choice is vocational guidance. French or English will be vocational studies for the boy who anticipates a career of teaching in these subjects, and any directed course or advice which tends to confirm him in his purpose, or divert him from it, is vocational guidance. The preparatory school may well assume responsibility for such vocational guidance rather than leave it to separate professional or vocational schools, and for these reasons,—it is more economical to the community; it will permit a boy to change his vocational plan without loss of time if he finds himself unadapted to his chosen calling, and it will provide some guidance for those for whom there are no separate vocational schools. The preparatory school may thus help to achieve the ideal Emerson set forth,—“Beauty must come back to the useful arts and the distinction between the fine and useful arts be forgotten.”

The best result of this kind of vocational guidance, however, will be found in an increased interest in social questions, and social service, all leading up to a better citizenship and a better democracy. If some vocational guidance can be worked along in schools where there is a good system of self-government, the next generation of boys and girls will do more to strengthen the American democracy in standards of citizenship than all the preceding ones have done. Then we shall have schools filled with boys and girls interested in, and imbued with, the great principles of free government. Broad and varied choice of practical studies, all leading up to the vocation for which they are best fitted, will enable the student to prepare himself for making the maximum contribution to the state and to humanity.

COLLEGE ENTRANCE REQUIREMENTS

A brief statement of the present requirements for college entrance may be of service to parents and students in estimating the value of work already done or the approximate time and work still needed to meet college entrance requirements.

The following evaluation of the various subjects is accepted by colleges generally throughout the country:

		UNITS
ENGLISH	Classics A and B with Grammar.	3
GERMAN	Elementary, two years	2
	Intermediate, third year	1
FRENCH	Elementary, two years	2
	Intermediate, third year	1
SPANISH	Elementary, two years	
LATIN	First Year, Cæsar, four books, or equivalent, and Prose	2
	Cicero, Six Orations, or equivalent, and Prose	1
	Vergil, six books, or equivalent	1
GREEK	First Year	1
	Xenophon, Anabasis I-IV, Prose	1
	Homer, Iliad, I-III	1
MATHEMATICS	Algebra, through Progressions	2
	Advanced Algebra	$\frac{1}{2}$
	Plane Geometry, with originals	1
	Solid Geometry	$\frac{1}{2}$
	Plane Trigonometry	$\frac{1}{2}$
HISTORY	American History and Civil Government,	1 or $\frac{1}{2}$ *
	Ancient History	1 or $\frac{1}{2}$ *
	Medieval and Modern History	1 or $\frac{1}{2}$ *
	English History	1 or $\frac{1}{2}$ *
SCIENCES	Physics	1
	Chemistry	1
	Biology	1
	Botany	1
	Zoölogy	1
	Physical Geography	1
	Drawing, credit according to time.	

A more detailed statement of the above work and its evaluation may be found in the publications of the College Entrance Examination Board or in most college catalogs.

Secondary school work and college entrance requirements are now quite generally measured in terms of a Standard Unit which is defined by the National Conference Committee on Standards of Colleges and Secondary Schools as follows:

* Depending on whether the subject is studied for three or five periods a week.

"A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. . . . A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work."

This statement takes the four-year high school course as a basis and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that a subject is pursued for four or five periods a week.

The standard colleges require sixteen units for admission. Many of the smaller colleges have recently raised their requirements to fourteen units, which is rapidly coming to be the national recognized *minimum* standard for college entrance.

The unit system puts all knowledge, at least that recognized as of value for college entrance, in water-tight compartments and measures it exactly. "So much shalt thou know and no more will avail you," we say to the student. The exponents of the system say that the advantages lie in its inflexibility, in the ease with which students transferring from one college to another can be accurately tagged as having absorbed an exact amount of education.

Considerable criticism has been made as to the inequality of the work required to satisfy some of these units. The general testimony of school men has been that Mathematics A, if properly covered, has demanded eight units of time. The National Conference of Standards of Colleges and Secondary Schools therefore voted at its meeting in 1915: "That the valuation of the College Entrance Examination Board requirement in elementary algebra be increased to two units—mathematics A1 and mathematics A2—each to be counted as one unit; that colleges admitting on certificate, however, give credit for one and a half or two units for mathematics A, according to the time actually devoted to the subject, no more than two units credit to be given in any case."

On the other hand the objection has been made that the present unit values of history subjects were too liberal. The committee above mentioned therefore recommended: "That courses in history of less than four or five periods per week be not given in the first or second year of the secondary school course; that the minimum admission credit in history be one unit, and that credit be not given for more than one unit in one historical field.

"That the College Entrance Examination Board establish two examinations in each of the historical fields, to be known as elementary and advanced, or by some other distinguishing terms, and that elementary history be given a credit of one half unit, and advanced history of one unit. That colleges admitting on certificate grant credit for work in history of one half unit or one unit, according to the time employed."

It was further "Resolved: That, with a view to securing more uniformity in the standards of certification, it is recommended that the associations and commissions which draw up lists of approved schools for the use of colleges hold a conference in the near

future, to which shall be invited also representatives of colleges in other parts of the country."

The College Entrance Examination Board at its April Meeting, 1916, adopted the recommendations of the National Conference Committee in regard to the unit of Mathematics A, but took no action on the requirements in history as a committee had recently been appointed to define these more fully.

In 1915 Harvard, Yale, and Princeton, who had hitherto offered their own private entrance examinations, finally discontinued them and adopted the College Board examinations.

The original purpose for which the board was founded, to substitute for "the separate entrance examinations held every June by individual universities, colleges, and scientific schools" uniform examinations of the board, has now been accomplished.

After some years of tentative measures, during which some of the colleges admitted by the "old plan," "new plan," and the "new old plan," the "comprehensive examination" is now in a fair way to be generally adopted. The term is relatively new, dating from the consideration of the plan in 1912 by the Association of Colleges and Preparatory Schools of the Middle States and Maryland. President Lowell of Harvard University originated the plan in 1910. It has stimulated recruiting from the Middle Western high schools.

The "comprehensive examination" plan combines features of both the old examination and the certificate method of admission. Under the "comprehensive examination" plan a candidate presents a certificate from his secondary school as to the quantity of work he has covered. The college then examines him in four subjects 'taking a sample' as it were to determine the quality of his preparatory training.

The lead of Harvard has been recently followed by Princeton and Yale. In view of such evidence of the success of this plan it was resolved at its March Meeting, 1915, "That the National Conference Committee on Standards of Colleges and Secondary Schools recommends that consideration be given by colleges to the method of admission by means of a certified school record and comprehensive examinations in a limited number of subjects."

The women's colleges have joined the procession. Mt. Holyoke, Smith, Vassar, Wellesley by joint action have adopted a new plan of admission to become operative in September, 1919. Like the Harvard plan, it is an alternative and proposes to test the quality of the student's intellectual power by four comprehensive examinations in chosen subjects. In time this will probably do away with the system of certificates from approved schools.

The College Entrance Examination Board in April, 1915, resolved that there be offered such comprehensive examinations from June, 1916. With these changes has come a conscious effort to frame examinations which should test the student's general knowledge of the subject and capacity to use this knowledge rather than the old-time detailed and tricky questions or mechanical quizzes on prescribed portions of books or subjects.

MEASURING EDUCATIONAL RESULTS

BY ARTHUR O. NORTON

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A revolutionary change has come over the manner of dealing with educational questions during the past twenty years. Instead of the opinions, beliefs, guesses, dogmas, and speculations, or the appeals to tradition and rule-of-thumb, which formerly shaped educational policies, we have scientific study of the results of education, a rapidly growing body of knowledge as to what those results are, standards of testing and grading results which do not depend on the caprice or whim of any individual, and the shaping of educational policies in accordance with facts.

This means that in these twenty years more progress has been made in learning the real facts about education than was made in the twenty-two centuries preceding.

In 1896 educational problems were discussed by exactly the methods used in ancient Athens in the fourth century B.C.,—that is, by the assertion of opinions and appeals to traditional practice. The results were exactly the same in both cases,—a great variety of beliefs, and no proofs of any of them. The accuracy of this statement is indicated by two descriptions of the state of educational thought, the first written by Aristotle about the year 330 B.C. and the second by the pioneer of scientific investigation in the United States in 1896. The two passages are so strikingly alike that it is worth while to quote them.

Aristotle, *ca.* 330 B.C.: "Mankind are by no means agreed about the things to be taught. . . . The existing practice is perplexing. No one knows on what principle we should proceed,—whether the useful in life or virtue or the higher knowledge should be the aim of our training. . . . Again about the means there is no agreement; for different persons, setting forth different ideas about the nature of virtue, naturally disagree about the practice."

Rice, 1896: "In matters pertaining to the practical conduct of the schools our notions today are not much more definite than they might have been a century ago. [As the above quotation shows, Rice might have said "2200 years ago."] Indeed so crude are they that no sooner do we dip beneath the surface in our inquiries than we find ourselves surrounded by utter confusion. The statements made on practical questions, even among our leading educators, are conflicting to the point of absurdity. And, as there are no proofs to offer as to who is right and who is wrong, we are left completely without a guide; so that we do not know which way to turn. Everything is speculative: nothing is positive. . . . We have absolutely no definite knowledge in regard to the most elementary questions; our ideas in regard to a

proper treatment of the old subjects—reading, spelling, penmanship, grammar, composition, and arithmetic—are fully as indefinite as they are in regard to what course to pursue in the sciences and the arts, or in the training of the moral character. Our leading educators are not even agreed, for example, as to whether the results secured by a five-year course in technical grammar are better than those secured by a one-year course, or whether the results will not be just as good if technical grammar be entirely omitted from the elementary schools. And, again, they are by no means agreed as to whether or not children who devote forty minutes daily to spelling turn out to be better spellers than those who devote, say, not more than five or ten minutes daily to that subject."

Any one who turns back to the educational literature of 1896 can easily verify Rice's report. In the whole range of that literature the best evidence cited by any one for his views was "my opinion" or the opinion of others; "my long experience" or the experience of others. Cocksure assertion and a loud voice were the chief aids to winning educational debates. "A wordy clamor was enough to secure the victory," wrote an English teacher in the twelfth century. So it was at the end of the nineteenth century. An Italian reporter characterized these debates exactly: "The paladins of the two views exploded against each other for more than two hours without concluding anything."

In 1896, to be sure, there was much eager inquiry on educational questions. The typical school master of the preceding generation,—that dogmatic, tyrannical, self-satisfied 'stand-patter'—was already disappearing. Practically every view about education was being revised; but only one man in the United States had hit upon the method of getting at the actual facts. This man was Dr. J. M. Rice, the distinguished pioneer in the scientific study of educational problems, later editor of "The Forum."

In December, 1896, Dr. Rice published in "The Forum" an article under the title "Obstacles to Rational Educational Reform." This article is epoch-making. It sketched in outline practically the whole program of scientific investigation which has been followed since that time. In 1897 Dr. Rice presented to a national gathering of superintendents of schools at Indianapolis the results of his pioneer study of spelling, which had been carried out in the schools of nineteen cities of the United States. Superintendents of schools in those days were rarely of a scientific turn of mind. As one might have expected, Dr. Rice's report raised a storm of opposition and ridicule, of which the burden was: "You can't test the efficiency of teaching by finding out what the pupils can do. Such investigations are silly, dangerous, and a waste of time."

We have come a long way since 1897. In 1912 the same association of superintendents of schools met in St. Louis. Instead of denouncing scientific investigation as a waste of time, they devoted forty-eight addresses and discussions to tests and meas-

urements of educational efficiency. The burden of the discussion was: "You can test the efficiency of teaching by measuring its results as shown in what the pupils can do. Such investigations are the only way by which we can come to certainty about educational questions."

Four years have passed since the St. Louis meeting. Each year has broadened the scope of scientific research. Each year has improved its methods, has added to the certainty of its results, and has increased its use as a means of shaping educational policies. But scientific research is necessarily slow in its developments. In educational affairs it is still in its beginnings. Hasty work, general half-bakedness, and charlatanism appear here even as elsewhere. Nevertheless it is now possible to indicate some very substantial achievements.

The first problem confronting investigators was to discover the facts. The need for this was pointed out by Dr. Rice in the article above referred to: "What must be done, then, in order that our system of education may be placed on a secure foundation is to institute researches toward obtaining facts that will lead, first, to the establishment of standards by which the teacher may be able to determine when his task in a given branch has been satisfactorily performed; and, secondly, to the establishment of standards which will enable us to judge how much time is needed to secure a definite result. Once these truths are recognized, the factional lines between conservatives and radicals will cease to exist, and all will become co-laborers in the discovery of the laws that apply to all our educators, regardless of pedagogical creed."

How few facts were available was shown very promptly when investigators began their researches. Figures, figures everywhere, and not a word of truth. At the beginning it was not even possible to find how many children entered school for the first time in any given year. Even ten years ago these facts could be discovered in only two cities in the United States. Ten years ago nobody knew what proportion of the children who entered school remained to graduate. Similar lack of information was discovered at every point. A large amount of time has therefore been given to the improvement, collection, and analysis of school statistics. One of the best illustrations of work of this kind is the school report of the city of Newton, Mass., for 1912, in which the superintendent, Dr. F. E. Spaulding, answers clearly more than one hundred questions for which students of educational facts had long sought an answer. The collection of data has proceeded with great speed. In 1909 only twenty-nine cities in the United States had systems of individual record cards for keeping the school histories of their children. Three years later 216 cities had adopted a uniform system for this purpose, thus making it possible to compare the work of schools in different cities. These are samples of numerous and valuable investigations of this kind.

Another achievement of the first importance has been the establishment of the standard tests by which to measure the

progress of school children. Without such standards no progress can be made in educational research. This fact was also pointed out by Dr. Rice in 1896: "When a standard is recognized in regard to the knowledge and skill which the child ought to possess in spelling, reading, penmanship, language, arithmetic, and so on, then all teachers may benefit from the labors of others directed toward the discovery of both economical and interesting methods of teaching. For want of such a standard, each individual teacher has, thus far, been a law unto himself; permitted to experiment on his pupils in accordance with his own individual educational notions, whether inherited from his grandmother or the result of study and reflection, entirely regardless of what was being done by others. So long as this condition is possible, pedagogy cannot lay claim to recognition as a science."

Since that time the following standards have been established:

1. Tests of general intelligence. The most widely known of these tests is that originated by Binet and Simon in Paris, first published in 1905 and revised in its final form in 1911. This test was intended chiefly for the diagnosis of cases of backwardness or feeble-mindedness, though it can also be used to test average, or more than average, intelligence. It consists of about five questions for each year of childhood from three to fifteen with an added series of questions for adults. These questions are so simple as to seem almost ridiculous at the first reading; but they have been selected out of many hundreds of questions, and after experiments with several hundred children, as the crucial questions for testing intelligence. They have been widely used in schools for defective or backward children.

A second test for general intelligence was published in 1915 by Yerkes, Bridges & Hardwick under the title "A Point Scale for Measuring Mental Ability." This remedies numerous defects of the Binet-Simon scale and has been in use at the Psychopathic Hospital in Boston for some time. It uses many of the questions developed in the Binet-Simon scale, but proceeds upon radically different principles. It promises to supersede the Binet-Simon scale, and to develop in various ways.

2. In addition to these general tests, standard tests of ability in the various special subjects of the curriculum have been devised. Among these may be mentioned the Courtis standard tests in arithmetic. The development of these was begun in 1907. The tests were published after extended experiment in Detroit schools. They have since been given to scores of thousands of children in the various cities of the United States and in Europe. They consist in a number of problems of various kinds which can be given in two periods of about forty-five minutes each and show conclusively the strengths and weaknesses of classes and of individual pupils. These are among the most scientific of tests and have yielded extraordinary and unforeseen knowledge concerning the methods and results of teaching arithmetic.

Mr. Courtis has also published tests in reading, writing, and

spelling. Standard tests in these subjects and in arithmetic, English grammar, algebra, physics, French, German, and Latin have also been prepared by various investigators.

An essential part of every scientific test is a scale for measuring results of the test. Without such scales one must depend on the individual judgments of teachers, whose estimates on the same piece of work often differ widely. How widely they may vary is shown by numerous tests. In one case, for example, 118 teachers of mathematics marked the final examination paper in geometry written by one high school pupil. *Their marks on this one piece of work ranged all the way from twenty-eight per cent to ninety-two per cent!* Such variation in standards of marking is one of the chief defects of educational practice today. The standard scale is an attempt to remedy this defect.

In some cases the scale is incorporated in the test itself; in others it is a separate piece of work. Examples of the latter are the scales for measuring handwriting devised separately by Professor E. L. Thorndike of Columbia University, Dr. Leonard P. Ayres of the Russell Sage Foundation, and Professor F. N. Freeman of the University of Chicago. Professor Thorndike has also constructed scales for measuring ability in reading and drawing; Professor Starch of the University of Wisconsin scales for various abilities in English grammar. One of the most notable scales is the Harvard-Newton scale for English composition in the eighth grade. Others are being developed. As is well known, Professor Thorndike has played the leading part in the establishment of standard tests and scales.

3. A third result of the general movement for measuring educational results has been the establishment of permanent bureaus of educational research and measurement. These are now to be found in several cities. The Detroit Bureau is directed by Mr. S. A. Courtis, to whom we owe the tests in arithmetic. The Boston Bureau is directed by Dr. Frank W. Ballou. Dr. Ballou has been for some time engaged in setting minimum standards of achievement for each grade and in determining the efficiency of teachers by the results of their work with various classes of pupils. Many interesting discoveries have come from these investigations, as a result of which Boston is now publishing minimum standards of achievement for various grades and subjects.

4. Also an outgrowth of this movement for scientific research is the school survey. Within the last five years numerous investigations of school systems as wholes have taken place, in each case involving, first, a study of the facts; second, the conclusions based on that study; and third, recommendations for improvement in the schools as a result of the survey. The largest of these surveys was that of New York City, completed in 1912 by Professor Paul H. Hanus of Harvard University. Others which have been undertaken are those of Portland, Ore.; Cleveland, Ohio; Boston, Mass.; and numerous smaller cities and rural districts. Various institutions have also been surveyed

by experts in one way or another. There is a growing and important body of reports of these surveys.

Scientific research in education, like every other new movement, has suffered both from over-enthusiasm and from hasty adverse criticism. Such criticism, much cultivated in our colleges, requires only slight intelligence. Coupled with a judicial manner it often makes a great impression.

However, it is as easy to point out the present limits and defects of scientific investigation in education as it is to observe that a baby is not an adult. For instance, it is often remarked that no standards or tests can take the place of the teacher whose enthusiasm is a power, whose word is an inspiration, and whose ideals ennoble the commonest aspects of life. Enthusiasms, feelings, and ideals which make for righteousness are the highest fruits of education. The teacher's personality must after all be the greatest force in education. These things are not measurable. On the other hand, measurements of human ability are as impersonal and unemotional as a foot rule. They only touch the incidental and external aspects of education. They do not reach the heart of the matter at all. Why then concern ourselves about them?

This criticism will always appeal to a convention of teachers. Excepting the last two sentences, it is obvious and true. It is also stupidly indiscriminating. It is the kind of criticism always made by people who think that so complex a matter can be disposed of by a few sweeping phrases. To expose its asininity completely would require a long article. But one may remark that educational problems are varied and complex enough to call for all the talents of both the scientific investigator and the inspiring teacher; and that neither can dispense with the other. It is interesting to note that scientific experiment has always confirmed the view that the teacher is the most important factor in education. It has also revealed everywhere the woful lack of consistency in the judgment of teachers about the results of class-room work.

Scientific measurements of education do after all accomplish results of the first importance, even though they concern only a part of our educational problems. What are these results? They are well summed up in the words of Mr. Courtis:

- "1. Diagnostic. To make evident the actual conditions existing in schools, classes, and individuals, that the weak points may be noted, causes determined, and remedies devised.
2. Scientific. To discover the natural laws of mental developments which are operative in school work.
3. Experimental. To make possible control experiments that will settle all questions of educational procedure upon a fact basis. (Scientific determination of the efficiency of different methods.)
4. Supervisory. To secure the information needed in setting standards for the guidance of teachers and schools, and in determining whether or not standards already set are being attained."

PROGRESS DURING 1916

During the past year much progress has been made in developing standard scales for measuring quality of work done by students in various studies and in perfecting tests of students' ability in various directions. The list now includes about forty standard scales and tests, distributed among the following subjects: reading, writing, arithmetic, spelling, English composition, English grammar, geography, drawing, algebra, physics, French, German, and Latin. The first five subjects in this list have received most attention thus far; several scales and tests are available for each subject. A fairly complete bibliography with directions for obtaining each item may be found in the "Elementary School Journal" for September, 1916, published by the University of Chicago. The items listed are of varying value. Two books published during the year deserve special mention. One is Starch's "Educational Measurements" (Macmillan); the other, L. M. Terman's "Measurement of Intelligence" (Houghton Mifflin Company). Starch's book contains a collection of the tests noted above, and is of interest to those who wish to know their general character. Terman's book is a revision and extension of the Binet-Simon scale, together with full instructions for using it. This revision, now known as the Stanford-Binet scale, seems destined to supersede other editions and revisions. It is the most important contribution of the year to the general tests of intelligence.

The growing interest in the subject is indicated by the increasing number of publications in this field. More than fifty articles and books concerning standard scales and tests have appeared during the past year. These include (1) Descriptions of new tests, (2) Reports of results of the use of tests in various schools, and (3) Criticisms of the tests themselves. The bibliography of this literature appears in the monthly lists issued by the United States Bureau of Education, Washington, D.C. The subject has been widely discussed in numerous educational associations. The meeting of Section L of the American Association for the Advancement of Science in New York last December was almost wholly devoted to the matter.

As was pointed out at that meeting, the chief endeavor thus far has been to construct scales and tests; and while this pioneer work has been going on there has been, naturally, rather slight critical examination of their reliability. This critical study is already under way. It will contribute greatly to the improvement of the tests and scales now in use. There is still danger that any one not familiar with the subject will expect too much in the way of results from the work thus far accomplished. There is no doubt however that this work will be of enormous benefit to both the art of teaching and school administration.

MEASURING INTELLIGENCE

BY ROBERT M. YERKES

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A public-spirited business man, who is interested in the welfare of his community as well as in his business, came to me yesterday for advice. The classes of a New England high school with which he is officially connected have been turning out badly. Is this, he asks, because of inefficient teaching, or because of the mental inferiority of the pupils? Can the psychologist answer the question? I replied, in effect, that any competent specialist in mental and educational measurement should be able to answer it fairly satisfactorily after carefully applying readily available methods of investigating intelligence.

This experience is one among many which I might cite as evidence of widespread and fairly intelligent interest in the measurement of intelligence and in the application of the results to educational and industrial problems. Seemingly, the crowd in the market-place is as keenly interested as are school masters. It therefore behooves us to consider the possibility that measurements of mental characteristics may tend to revolutionize both education and industry.

There still exist people to whom the measuring of mind seems useless, fantastic, or impossible. They regard the mental as something mysterious, intangible, and indescribable. Because of this misconception, it is necessary to point out that the psychological examiner attempts to measure important forms and aspects of behavior—what people do—not sensations, emotions, thoughts. At present, sensations may not be directly measured, but responses to stimulation may be. Ideas may not be measured, but what we agree to call ideational behavior is being measured. Even now the competent examiner is able so to examine a human being that he can describe the principal reactive tendencies, and in the light of his results, predict with considerable assurance what the individual can and will do in various types of situation. Measurements of intelligence and of other aspects of mind, used as a basis for prediction, mean for the human race increased ability to foresee and to control human conduct for the benefit alike of the individual and of the race.

It is not strange that with widespread but superficial knowledge of tests of intelligence and with general hopefulness concerning their value should go misinformation and misunderstanding, for after all, measuring intelligence is a relatively new undertaking. It began, so far as practical work is concerned, with the present century, and it took definite form when about 1903 Alfred Binet responded to the demand of the school au-

thorities of Paris for a method of selecting the intellectually inferior children in the schools. This demand was inspired by the desire to segregate the relatively unintelligent children and to give them special and suitable educational treatment. Binet, with the inspiration of a genius, devised and developed a simple system of tests arranged in groups appropriate to the various years of age. The five or six tests of any particular group are supposedly just difficult enough for the children of a certain year. They are too easy for older children, too difficult for younger children.

Binet's method, although from the scientific point of view extremely crude, worked. Indeed, it yielded results so unexpected and so useful that it rapidly spread over the world. Consequently, everyone has heard the name Binet and is more or less familiar with his method of measuring intelligence. In America, Kuhlmann, Goddard, and Terman are chiefly responsible for the introduction, the spread, and improvement of the Binet method.

Of the various revisions and modifications of the original Binet scale for measuring intelligence, that recently devised by Terman and known as the Stanford-Binet scale is the most valuable. It should prove of great service to teachers throughout our school system, for it appears to be quite as readily applicable in normal school, college, or professional school as in grammar or high school.

Seldom is the first mode of doing a difficult thing the perfect way. There are many serious defects in the Binet method. Certain of them have been recognized, and as a result, other methods of measuring intelligence have been devised or are being devised. The Point Scale system, as developed by Yerkes, Bridges, Hardwick, Haines, Rossy, Curtis, and others promises to further extend the applicability of mental measurement and to increase its scientific and practical serviceableness. There are also available today, in addition to such convenient groups of mental tests as the Binet, Point Scale, and Woolley scales, scores of special methods for the measurement of particular forms or aspects of behavior.

The general procedure in a psychological examination is somewhat as follows. First, a preliminary survey of the reactive characteristics of the individual is made by means of a group of tests, such for example as the Point Scale or Stanford-Binet. This preliminary examination indicates the intellectual caliber or level of the individual, and in the light of it he may be classified as of inferior, average, or superior intelligence. The examiner, in case further information is desired, proceeds to apply tests of special functions. He may devote hours or even days to the measurement of the individual's ability to respond to different types of situation, and ultimately if the work is done skillfully and with the proper background of experience and insight, he should be able to offer a fairly reliable and practically valuable description of the mental constitution of the subject.

Individuals may be examined either singly or in groups, but naturally group examinations are useful only as general surveys and do not yield detailed data concerning individual characteristics.

There is a prevalent notion that testing intelligence is a simple and easy matter, but, as a specialist in mental measurement, I am forced to contend that the contrary is true, and that anything except a rough estimate of intellectual caliber is difficult to obtain and requires professional training, experience, and insight. I should go further and maintain that the proper study of a human being as a conscious and active object is one of the most difficult of tasks even for the scientific observer. No well-informed and honest specialist in mental measurement can today insist that psychological examinations are satisfactorily made. Instead, methods are in process of development, results are relatively inexact, but at the same time their practical usefulness is constantly being demonstrated. It therefore seems fair to claim that psychological examining is justifying itself while in process of development.

Actually, the demand for serviceable knowledge of the mental characteristics of human beings far exceeds the present supply of information and is steadily forcing the development of methods and of psychological specialists. Progressive school authorities with vision and initiative are asking for descriptions of their pupils which shall aid in educational treatment, and later in vocational suggestion. Courageous and ultra-progressive college and professional school authorities are urging the application of psychological methods in the selection of students as well as in their educational and vocational guidance. Intelligent employers of labor are diligently seeking psychological aid in the selection and evaluation of employees. How, they ask, may we obtain that knowledge of an individual which is necessary if he is to be treated wisely and justly in the industrial world?

By reason of practical demand and scientific achievement, it is becoming more evident, day by day, that intensive study of the human being is essential to the progress of civilization, and at the same time it is becoming clear that we have, in most spheres, considered more or less adequately almost everything except the important human factors involved. Seemingly, the time is near at hand when these factors shall be duly considered, for psychologists are keenly alive to the possibility of service. Systematic study of the self, thoroughly scientific study of the individual as a reacting object, the development of reliable methods, the standardization of such methods, the accumulation of data which shall supply standards of judgment or norms, the gathering of experience which shall increase our insight as well as our skill in mental measurement,—all of these things viewed in the light of recent developments in ourselves, our social sciences, our industries, and of our attempts to understand and appreciate one another are tremendously important.

There are three conspicuously important fields of human

endeavor in which measurements of intelligence are sorely needed and more or less urgently demanded: medical practice, education in all its grades and phases, and vocational guidance. I am especially concerned in this paper with the most important of all, namely, education.

Recently, the Point Scale method¹ was applied to a group of one hundred and ten Harvard students. By way of exhibiting the contrast in intellectual ability, I wish to present the results for two of these students. Both of them were taking the same course in psychology under my guidance when the mental measurements were made. There appear below the credits received by each student in twenty measurements of intelligence, also the average grade for the college course. The first student may be described as excellent in intelligence and also in educational performance. Out of a possible hundred points in the mental measurements he scored 95. His grade in the course was B. His coefficient of intelligence (expectation 1.0) was 1.17+. In other words, he was well above the average in intellectual capacity. One may safely predict that this man will make an excellent record for himself throughout his educational career, and will, if his vocation be wisely chosen, succeed far beyond the average in that. The other man, who may fairly be described as a poor student, is obviously of inferior intellectual ability, for he scored only 66 points in the mental examination and received a grade of E, which means failure in the course. His coefficient of intelligence was .81+. I seriously doubt whether this student should be in college. It seems to me possible, even probable, that his time is being wasted.

RECORDS OF MENTAL MEASUREMENT AND EDUCATIONAL
ACHIEVEMENT FOR TWO HARVARD STUDENTS, THE ONE
EXCELLENT, THE OTHER POOR

<i>No. and description of test</i>	<i>Score of excellent student</i>	<i>Score of poor student</i>
1 Description and interpretation of pictures	7	3
2 Comparison and arrangement of cubes equal in size but differing in weight	3	3
3 Measurement of memory for varying numbers of digits	5	3
4 Test of suggestibility by questions, the answer to which is implied in the form of question	4	2
5 Memory for unrelated sentences	5	4
6 Comparison of two objects with respect to properties, use, etc.	6	5
7 Comprehension of questions as indicated by form of response	5	3
8 Defining of concrete and abstract terms	6	6
9 Appreciation of foolish and absurd statements	5	5
10 Completing of statements by supplying the fourth term in an analogy, as, for example, pocket is to coat as closet is to (room)	6	6
11 Supplying of opposites for a series of words; for example, hard, soft; wise, foolish	4	4

¹ Yerkes, Robert M., and Rossy, C. S. A point scale for the measurement of intelligence in adolescent and adult individuals. *Boston Medical and Surgical Journal*, April 19, 1917.

<i>No. and description of test</i>	<i>Score of excellent student</i>	<i>Score of poor student</i>
12 Detection of relation of an object in a group	8	6
13 Stating the number of boxes in varying combinations of boxes within boxes	4	4
14 Test of ingenuity by reasoning out a method of obtaining a certain quantity of fluid by means of two ungraduated vessels	7	0
15 Arranging a group of capital letters in order of increasing length of line in the letters	2	2
16 Measure of ability to learn a simple letter and form code	6	0
17 Test of practical judgment and reasoning by method of solving a simple problem	2	2
18 Measurement of constructive ability by rearrangement of the parts of a dissected square	4	2
19 Test of observation by reproduction of diamonds differing in size	2	2
20 Test of memory for two differing designs which are shown for only ten seconds	4	4
Total	95	66
Class grade	B	E
Coefficient of intelligence	1.17+	.81+

I have presented this illustrative material in order to give point to the question, Should all individuals be educated in the same way? Should all, so far as is economically possible, be put through the high school or preparatory school, the college, and a technical or professional school? My own answer is emphatically no, and I am the more emphatic because of such indications as our mental measurements supply. Our democratic ideals and enthusiasms cause us to overemphasize both the possibility and the desirability of equality of opportunity and similarity of treatment in the educational sphere. Uniformity of educational treatment may work graver injustices to the individual man than diversity and apparent inequalities. The college student of good mental capacity may fairly be permitted to work to the limit of educational opportunity, but the student of poor ability may lose what capacity he has through encouragement or even permission to attempt educational labors beyond his ability.

We need to face intelligently and soberly the fact that at present throughout our educational system pupils are striving and being forced beyond their native intellectual capacity. We should seriously inquire concerning the effects of this disparity between popular educational demand and intellectual ability, for to every pupil, no matter what the stage of growth or educational development, we teachers have a clear duty, the duty, namely, of seeking for him that information concerning mental constitution and possibilities of development which is absolutely necessary for wise educational guidance and vocational suggestion or advice. Years of experience as a teacher, coupled with the varied data yielded by psychological examining, have served to convince me that far more harm may sometimes be done by allowing the pupil to continue in school than by putting him out. It is important for us to learn how to direct the selec-

tional process intelligently and thus to safeguard the welfare of pupils. For educational progress surely may not be conceived as necessarily direct or in a straight line from kindergarten to college. Nor need it be thought that all should follow any given path of educational development. Instead, our present knowledge of human beings and of the educational process forces us to describe profitable educational development as following many diverging lines, each of which provides more or less adequately for particular varieties of mental constitution or degrees of ability.

It is the task of educational experts in cooperation with psychologists to construct an educational system adapted to the diversity of human nature, and in this connection it is the special function of the psychologist to devise methods by which mental characteristics may be studied profitably. We need educational differentiation and specialization because of human diversity. We need educational diagnosis on the basis of mental measurement in order that the individual may be given the best possible educational treatment.

I should not write thus concerning matters educational were it not apparent that psychological methods are at hand which can be used in the interest of teachers.

Masters of our great schools, public and private, fitting or preparatory schools, are in a peculiarly responsible position with respect to this task and duty. They are largely engaged in preparing students for higher educational effort in college or professional school. From the results of collegiate effort we know that many of the individuals whom they succeed in transferring to institutions of higher learning are not capable of continuing their studies, while certain others who succeed in meeting the minimum requirements are little benefited by their educational opportunities. Not a few of our well-known schools are seriously occupied with getting well-circumstanced youths and maidens into college. This is attempted and often achieved without consideration of the needs or capacities of the pupils, simply because of parental wish, whim, or ambition. For the parents are able and willing to pay for the best educational opportunities that can be had. Ignorant of matters psychological as well as educational, they assume that the direct step upward in education is necessarily the proper step. This, I submit, is a deplorable situation, alike unfortunate for pupils, parents, and school authorities. It is wasteful of human material, destructive of the enthusiasms, ambitions, and even the native aptitudes of our children.

The situation could not be fairly characterized as disgraceful were it not possible for psychology to aid educators. The desirability of knowledge concerning individual characteristics is readily granted by teachers. I am writing this paper to call their attention to the fact that this information may be obtained, that psychological methods and psychological specialists are available and at their service, that if the prevalent injustices to school children continue, the blame will rest most heavily

upon us teachers. In a word, we have reached a point at which we recognize the need of knowledge of our human materials, and we are assured that methods are at hand which if properly employed by experts will enable school authorities to direct pupils more in accordance with their capacities and needs and to advise parents with greater wisdom.

It has already been suggested that education has taken account of almost everything except the characteristics of its special object, the developing individual. It has labored over its machinery from housing, heating, and ventilating, to methods of instruction, but it still looks forward to systematic and thoroughgoing study of the object for which these exist.

That preparatory school of our country which takes the lead in the application of sound psychological methods to educational and vocational problems and which on the basis of intensive individual study advises students and directs them for their welfare and not solely in accordance with the ambitions of parents, will gain a most enviable advantage and prestige, for although we parents long to have our children appear intelligent, we are, in truth, more deeply desirous of their ultimate welfare, and we need but to be shown that what is called higher education does not *necessarily* insure contentment, happiness, or success.

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RECENT EDUCATIONAL LITERATURE

The war, as was to be expected, has reduced the output of books on education. The falling off in European countries has naturally been greatest. In this country it has been noticeable. The Monthly Record of Current Educational Publications of the United States Bureau of Education for the year 1916 records 1618 titles as compared with 2094 titles for 1914. Though there has been a reduction of twenty per cent during the period of the war, there is still no dearth of professional reading for teachers and educators. The great difficulty is to pick out the really important, the truly significant things, for most of these titles cover a barrenness of ideas, and to plunge indiscriminately into such reading would be, to say the least, discouraging. The purpose of this brief chapter is to critically point the way to those books and articles which will best reward the thinking teacher.

Perhaps the most important book of the year, the most significant book on education and its larger relations to society that has appeared for many years, is John Dewey's "Democracy and Education" (New York: The Macmillan Company, 1916). It is a great book but not a great work of literature. It is hard reading, and is very evidently made up from lecture notes on themes carefully thought out but not yet put into literary form. It is full of meat for thought and will well reward those for whom cerebration is not too painful a process. Here they will find education regarded from every point of view,—the historical and theoretical attitudes of the past scrutinized and weighed from a modern organic viewpoint, the educational activities and interests of today interpreted; the whole leading up to a philosophy of education and a theory of knowledge. It is the author's most complete formulation of the "ideas implied in a democratic society" and the "means of applying these ideas to the enterprise of education." If the book could only be rewritten so that it could be readable, one might enthuse over it. But the ideas therein set forth have for years been poured into the ears of students and have already yielded fruit.

Broad in its scope and searching in its insight, the relation of education to modern society is discussed in its manifold aspects. Immature members of society must acquire the experiences of the race through communication from their elders. With the development of civilization the amount so to be communicated has enormously increased. Formal education should accelerate and shorten the processes of learning. One of the most important functions of society is to transform the immature into the mature,—to initiate them into the experiences of the race. School is only the special environment to facilitate this. The immature will mature without assistance. Education con-

sists in the directing of natural impulses in the formation of habits which will adjust the individual to his environment. The value of a school education depends upon the extent to which it creates a desire for continued growth and supplies means for making the desire effective. Culture is defined as "capacity for constantly extending in range and accuracy one's perception of meanings."

The majority of human beings still lack economic freedom. Their pursuits are fixed by accident and circumstance. Economic conditions still relegate many men to a servile status. This explains the narrowly utilitarian character of most elementary education and the narrowly disciplinary or cultural character of most higher education. To have an interest is to take things as entering into such a continuously developing situation, instead of taking them in isolation.

The problem of education in the democratic society is to construct a course of studies which makes thought a guide of free practice for all and which makes leisure the reward of accepting responsibility for service rather than a state of exemption from it. Such are some of the trenchant themes which Dr. Dewey expounds.

Prof. E. C. Moore in his "What is Education?" (Ginn & Co., 1916) follows Professor Dewey in considering that education is life. He accordingly believes that fuller living in the school room is for the child the means to a better education. His chief thesis is that education is one and the same process so far as it achieves its purpose, whether in the freer days before school life begins, or in the school itself, or, after schooling is over, in the great school of life. This brings Professor Moore into open conflict with our customary educational practice, for if education is to be one process throughout life, the school as we know it must be remade in spirit and procedure. Professor Moore thus accepts in full the functional point of view of Professor Dewey, and nowhere else except in Dewey's own writings is this so fully stated. It is however quite an independent elaboration and is attractive in style and easy to read.

Professor David Snedden's "Problems of Secondary Education" (Houghton Mifflin Company, 1917) complements an earlier volume "Problems of Educational Readjustment" (Houghton Mifflin Company, 1916) in which were brought together a number of stimulating articles previously published in magazines. Though forward-looking it is evidently written by one in close touch with the education of the day with all its mechanical restrictions. Dr. Snedden's book will jar the complacency of those school masters who think of their school as the custodian of cultural values which have been discarded by the more modern practical and technical high schools. He does not hesitate to suggest that the college adjust itself more completely to the lower schools and substitute some genuine test of intellectual ability for the present mechanical units. He urges a two-year high school course which shall meet the needs of those whose formal education ends at sixteen. He deems it desirable

that teachers should always know a reason and see a social end in all their teaching and educational practice. The cultural and vocational remain wholly apart for Dr. Snedden. His scheme has a distinct idea which has no place in a democratic educational system. It would result in trade education at public expense to a restricted class. Though Dr. Snedden recognizes that there is something wrong with the secondary school, he lacks the creative imagination to present a sufficiently vivid picture of the school as it should be.

Penetrating and far-reaching in its vision is Bertrand Russell's brief essay on "Education as a Political Institution" in the *Atlantic Monthly* (June, 1916). Education as it is and has been has largely been an effort to maintain the existing order. The state, the church, various societies and social cliques establish and maintain schools and colleges that the young may be instructed in the tenets of their own orthodox belief, that their creed may be strengthened, that the *status quo* may be maintained. Almost all education, he points out, has political motive, —is carried on to strengthen some group, national or religious. This motive determines the subjects taught and the knowledge withheld. History is taught to magnify each country. The Battle of Waterloo in Germany is Blücher's victory; in England, Wellington's. Little is done to foster growth of the inward mind and spirit. Children are "molded." We have had too much of educational systems, he suggests, of external plans for the reconstruction of modern schools. "We have discussed education in its external aspects altogether too much, realizing too little the ultimate goal of education. Inventors of new-fangled kindergartens, of Montessori systems, of schemes for the production of precocious child phenomena, have thought too much of 'education,' too little of children themselves. Children are, of course, always more or less at the mercy of their elders. Authority over them is unavoidable. But let that authority be exercised at least in accordance with the spirit of liberty. . . . When the individual is considered, it is with a view to worldly success—making money, or achieving a good position. . . . Hardly anything is done to foster the inward growth of mind and spirit; in fact, those who have had most education are very often atrophied in their mental and spiritual life, devoid of impulse, and possessing only certain mechanical aptitudes which take the place of living thought."

Prof. E. G. Conklin's "Heredity and Environment" (Princeton Press) is a book of great value in its educational bearings. First published in 1915, a revised edition has appeared during the past year. The knowledge it summarizes has been brought within the range of human vision largely within the last score of years, and this knowledge is of primary and vital importance to those who have to do with the supervision and guidance of developing organisms. Any educator who fails to realize that he comes within this classification will have wholly failed to appreciate his function. The development of mind, he points out, parallels that of the body. "No one questions," he says,

"that the greatest men of the race, Shakespeare and Newton, were once babes, embryos, germ cells, and that their minds were once the minds of babes, embryos, germ cells." Yet this stupendous and almost undisputed fact has had little influence on our attitudes toward what we should do to develop mind. Plato and Darwin, the greatest minds, once "thought as a child," "spake as a child," once as a germ cell behaved as a germ cell. The reason all minds are not alike is because of intrinsic and extrinsic variations. That is because of difference in heredity and environment. In the development of the individual mind from the germ to the adult,—to the mind of the genius, the Newton or Pasteur, capable of perceiving and revealing previously unknown truths to the world,—the process is everywhere gradual. There is no stage of development that is not fairly well known. "During the greater part of this development and during the period of greatest potentialities, it is possible to control extraneous conditions by sufficient care and foresight. This is the field of education. These are the possibilities of the educator," but to what slight extent have they been utilized and realized.

All education is habit formation. That education is good which leads to the formation of good habits and the suppression of bad ones. That education is bad which leads to habits of idleness, carelessness, failure,—instead of habits of industry and thoroughness. "We need a system in education that will train the powers of self-discovery as well as self-control. Easy lives and what passes for good environment will not arouse dormant powers. Education should be a potent factor in development, not a mere training in traditional law, not a mere conventional veneer. But education as it is must be changed, improved, before it accomplishes this. Not mere reform of method, not mere change of curriculum will accomplish this. Education must recognize the developmental forces that have been at work before it can join hands with them. It should be the function of the educator to appraise with scientific accuracy the possibilities of the individual and then so to modify the environmental stimuli acting upon him as to result in the highest development economical for society. Education must result in self-discovery and self-control."

One of the most startlingly stimulating books of the year is Professor Lewis M. Terman's "The Measurement of Intelligence" (Houghton Mifflin Company, 1916), which the sub-title tells us is "an explanation of and a complete guide for the use of the Stanford revision and extension of the Binet-Simon Intelligence Scale." Professor Terman's experience in measuring the intelligence of many thousands of school children leads him to far-reaching generalizations.

The former assumption that under right conditions all children would be equally capable of satisfactory school progress is shown by careful psychological studies and standard tests to be invalid. Neither is it true that children fall into well-defined groups, as feeble-minded and normal. Instead, there is every

grade of intelligence ranking from idiocy to genius. Among those who have generally been classed as normal and equal there are vast individual differences of intelligent mentality which profoundly affect their capacity to profit from school instruction.

It is only within the last few dozen years the scientific workers have begun to appreciate the importance of educational tests as a guide to education procedure and as yet but little use of such tests has been made by the schools. The conception itself is new and the procedure until recently has been unrefined and technical.

"Statistics collected in hundreds of states in the U. S. show that between one third and one half of school children fail to progress in the grades at the expected rate; that from ten to fifteen per cent are retarded two years or more; and that from five to eight per cent are retarded at least three years. More than ten per cent of the \$400,000,000 annually expended in the U. S. for school instruction is devoted to re-teaching children what they have already been taught but have failed to learn."

"Wherever intelligence tests have been made in any considerable number they have shown that about two per cent of the children have a grade of intelligence which however long they live will never develop beyond the level normal to the average child of twelve years. The large majority of these belong to the moron grade. Their intelligence will stop somewhere between seven and twelve year level of intelligence. They may be able to drag along through the middle grades of the grammar school but even at the age of sixteen or seventeen they will never be able to master the more abstract and difficult parts of the common school course of study. They may get something by rote learning, but they cannot be taught to meet new conditions readily or to think, reason and judge as normal persons do."

Books critically descriptive of individual schools or school systems are something new. Several such books have appeared during the course of the year.

"The American School" by Walter S. Hinchman (Doubleday, Page & Co., 1916), a master in the Groton School, is a study in which, although the author makes a serious attempt to be catholic, his views are evidently tinged by his immediate environment. The subject is considered from the standpoint of the pupil, the parent, and the teacher. The qualifications of teachers, some American traits that call for a peculiar type of education, the methods employed, the place of athletics in modern school life, and the ideal curriculum, call for consideration in this little book.

Randolph Bourne has made a careful study and writes trenchantly of "The Gary Schools" (Houghton Mifflin Company, 1916). You do not have to be subtle to know what William Wirt is driving at or the methods by which he proposes to arrive. Any one can understand Gary, but not every one does. The chief characteristic of the Gary plan is everyday common sense. There is no pedagogical theory about it. It approaches the problem from the layman's point of view. This is not to

say that Mr. Wirt is not an educator. He is more than that,—he is an educational statesman of constructive mind. In the successful adaptation of public service principles to school facilities; in the getting at vocational guidance by having children do constructive things like repairing the school building or its fixtures; in the freedom from school restrictions which permits other wholesome agencies in the community to play their part in the child's development,—the sanity and common sense of the innovation is its striking feature. Mr. Bourne in the first book on the subject gives a clear exposition of what William Wirt is doing, how it is done and what it leads to.

In "Education and Living" (The Century Co., 1917), a series of constructive studies of methods and attitudes in our school and college systems, Mr. Bourne deals with the great problem of American education today, of how it is to be transformed from an institution into life. The writing is brilliant, the analysis keen and critical. He points out "the inadequacy of our present puzzle education," the "wasted years of the grammar school." The Gary Schools and the new Flexner Experimental School are also dealt with.

An excellent little book for inquiring parents, "Types of Schools for Boys" (Bobbs-Merrill Co., 1917), has just appeared under the editorship of Professor O'Shea of Wisconsin University. Five types are distinguished. Alfred E. Stearns, Principal of Phillips Andover, writes about the Classical Academy. In an admirable way he sets forth clearly the rise of the academy, its significance as an American institution. The greater part of the essay is given to practices and ideals at Phillips Exeter and Phillips Andover, especially the latter. The relation of the academy to the colleges, the classes from which the academy is recruited, the advantages and disadvantages of the academy as to democracy and independence, are sanely and stimulatingly discussed.

Colonel Gignilliat writes enthusiastically and optimistically of the Military Schools in America. He gives in condensed form what he earlier put forth in a separate volume, "Arms and the Boy" (Bobbs-Merrill Co., 1916). The development of the military idea traced from West Point through Colonel Partridge's influence at Norwich and Virginia and the types of military schools recognized by the War Department are clearly set forth. Culver, of which Colonel Gignilliat is superintendent, is naturally kept to the fore both in treating of the daily life of the cadet and the general practice and discipline of military schools. A vivid and idealized picture is given of the life, the method of instruction, discipline and system of rewards and penalties at Culver.

Milo Stuart, Principal of the Technical High School, Indianapolis, writes about the Manual Training High School with a more enthusiastic faith than any other of the five in the book. To him "building and apparatus are mere clutter except they be dominated by a strong and wholesome personality," for him "teaching is a contact of life with life" and "wherever men

and women have been really educated, there lingers the memory of a great teacher." After fourteen years of intimate connection with it, he finds the high school like a novel of Dickens,—it is so intensely human. He considers it a great advantage and a great attraction that his pupils are not limited to the socially elect. He believes with David Harum that "There's as much human nature in some folks as there is in others, if not more." Manual arts instruction reaches a vast number of boys who would otherwise go through their teens without training. This is its justification.

The Church School is critically treated by Eric Parsons, formerly a master at Groton who now has his own school at Pinehurst. In tracing the development of the church school in America, perhaps too little emphasis is given to Dr. Muhlenberg and St. James School, at both of which Dr. Coit received his early training. Perhaps too much importance from the point of view of the origin of the church school has been given to Round Hill, where Dr. Shattuck received his early schooling. The advantages and defects, the practices and failures of the church school are disclosed by Mr. Parsons with unerring insight. Established originally to provide distinctively religious instruction, they have now become primarily feeders to the older universities for the socially elect. "Not merely the curricula but methods of instruction are to a large extent determined by the university. . . . This pressure upon the church school has caused it to fail in completely solving the problem of secondary-school education."

The English Public School J. J. Finley treats historically, critically and socially. Its weaknesses, its absurdities, its wrong and wasteful practices are pointed out, but he also brings out strongly its success in developing the type of man needed for imperial service.

"An Old New England School,"—a History of Phillips Academy, Andover (Houghton Mifflin Company, 1917), has been a labor of love with its author, Claude B. Fuess, a master at Andover. He has given some years to documentary research in accumulating material for this detailed and interesting story of an important chapter in the development of American institutions. It presents interestingly a moving picture of the founding and progress of this old academy, through periods of depression, decline, and prosperity, and increasing service to the nation. Perhaps no other American school has played a more important part, certainly none is so completely and adequately presented in a single volume in all its activities, past and present.

A SELECT CLASSIFIED READING LIST

The following bibliography of books and articles of especial interest and value to secondary school teachers has been prepared by Professor Clayton C. Kohl, of New York University, to supplement the preceding chapter. For the most part only those titles have been included which would serve the general reader. In a few cases, technical and foreign publications have been included because of their exceptional merit. Now and then a magazine article or a specific chapter in a book has been inserted for the same reason.

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Addenda 1916-1917

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**CRITICAL DESCRIPTION OF
SCHOOLS AND SUMMER CAMPS**

The order of arrangement of schools under each classification is by states, geographically, from Maine to California.

In each state, the largest city, as Boston, Chicago, or Philadelphia, is first given and a logical and geographical order is followed, taking the schools in geographical proximity together.

In the Comparative Tables and Supplementary List of Schools, the same order is followed, except that for convenience of reference, under each state the schools are arranged alphabetically.

The Table of Contents, the Index of Schools, the Index of Summer Camps, and the Who's Who in the Private Schools, make it easy to find any institution and its head.

BOYS' SCHOOLS

NEW ENGLAND

MAINE

Abbott is a preparatory school for forty boys at Farmington. It was originated by the grandfather of Lyman Abbott and was formerly known as the Little Blue School. In 1902 George Dudley Church, A.M., Brown, took it over and under his vigorous administration it has prospered. Formerly for young boys only, it now carries them through to college entrance. Mr. Church has sound, old-fashioned ideals regarding the education of boys, and he impresses his pupils with his mental and physical vigor. He has made the school what it is today, one of a simple democratic life, where scholarship is made a requisite for athletic privileges, and where unquestioning obedience is the basis of control.

The Portland Day School, 169 Danforth St., Portland, the only country day school in Maine, was opened in 1915 by George F. Degen who this year sold his interest in the school to Harold D. Oliphant and Eugene B. Gordon, both of whom were formerly connected with Abbott, Farmington.

NEW HAMPSHIRE

The Phillips Exeter Academy was founded by John Phillips, who, stirred by the immediate success of Phillips Academy at Andover, founded by his brother and his nephew, established The Phillips Exeter Academy in his home town in New Hampshire. It was incorporated by the legislature in 1781, the wording of the charter following very closely that of the earlier school. The academy was formally opened early in 1783.

Benjamin Abbot, the second principal, ruled over the institution with great power and wisdom for the term of fifty years. He had been trained at Andover under Principal Pearson, graduated from Harvard in 1788, and came immediately to Phillips Exeter where he became perhaps the most famous of all the early academy teachers. "Little Daniel Webster came to him for schooling in 1796. Edward Everett finished his preparation for college here, at the age of thirteen. Lewis Cass came to the school at the age of ten, a headstrong boy, fond of pranks and of outdoor life; and here he remained for five years and made a very good record." In 1838 Gideon L. Soule, who had already been a teacher in the school for seventeen years, succeeded Dr. Abbot, and in 1872 the fiftieth year of his continuous service in the academy was celebrated.

Exeter's alumni number over eight thousand, representing every state of the Union and many foreign countries. No other school has given so many distinguished men to the nation. Thirty years ago, at the close of the first century of her existence, Exeter numbered among her alumni "nine college presidents, including three of Harvard, fifty-two college professors, two hundred and forty-five teachers, thirty-six authors, five ambassadors, seven cabinet ministers, twenty-

[illegible]

How few facts were available when investigators began their work here, and not a word even possible to find her first time in any given could be discovered in ten years ago nobody who entered school reformation was discovered me has therefore been and analysis of school work of this kind in class, for 1912, in which answers clearly more students of education collection of data had only twenty-nine children. Three years ago the system for this purpose work of school numerous and valuable. Another achievement establishment of the

BOYS' SCHOOL NEW ENGLAND

MAINE

It is a preparatory school for boys, originated by the grandfather of the late A.M., Brown, took it over and has prospered. Formerly for boys through to college entrance. It held ideals regarding the education of boys with his mental and physical what it is today, one of a simple made a requisite for athletic privilege audience is the basis of control.

Portland Day School, 169 Danforth street, a day school in Maine, was opened in this year sold his interest in the school to Eugene B. Gordon, both of whom were of Farmington.

NEW HAMPSHIRE

The **Phillips Exeter Academy** was stirred by the immediate success of the school over, founded by his brother and the Phillips Exeter Academy in his home was incorporated by the legislature in 1773 following very closely that of the academy was formally opened early in 1773. Benjamin Abbot, the second principal, was trained at Andover under Dr. Johnson with great power and wisdom for the school. He was trained at Andover under Dr. Johnson in 1788, and came immediately to Exeter where he became perhaps the most famous teacher. "Little Daniel Webster" came to the academy at the age of thirteen. Lewis Cass came to the academy at the age of thirteen. Gideon L. Soule, who had already been seventeen years, succeeded Dr. Abbot in 1817. Exeter's alumni number over eight thousand in the state of the Union and many foreign countries. It has given so many distinguished men and women in the last century of its history. Among her alumni "nine college presidents, thirty-six authors, two hundred and fifty-two college professors, and two hundred and fifty-two college students."

eight members of Congress, twelve governors of states, a long list of Federal and State judges, Army and Naval officers, and more than a thousand professional men." Such a contribution to the nation's assets must be due to the spirit of Exeter, which has not only attracted pupils of promise, but accounts for their fruitful development.

Exeter has always been characterized by a spirit of earnestness, sincerity, and independence,—dignity without pose or affectation. There is no veneering process at Exeter,—that which is within is brought out. There is little of the paternal attitude. A boy must stand upon his own feet. He is put upon his honor.

The traditional saying that the academy has no rules until they are broken, although a humorous overstatement, still expresses the belief of the school that the boy's own conscience and good sense are in the main sufficient for right conduct. Rules relieve a boy of the responsibility of judging for himself. An alumnus recently asked what he considered the most signal benefit a boy derived from Exeter, replied, "Readiness to take responsibility." Thus the academy is today fulfilling the purpose of its founder "to learn them the GREAT END AND REAL BUSINESS OF LIVING." Education at Exeter, then, is not mere preparation for life. It is life.

Significant of the value of college preparation which Exeter gives is the fact that thirty Exeter men at Harvard in a recent year received fifty-two A's and ninety-six B's, both honor grades, and out of eighteen in the freshman class at Yale in the same year, eight were on the honor list. In college the Exeter man is found leading in college activities. In the major sports of the freshman class at Harvard, Yale, Dartmouth, and Princeton, in two recent years, ten Exeter graduates have held the office of captain.

At Exeter there is a progressive spirit which accepts nothing as necessarily final in educational work. With all its rich traditions Exeter has never become moss-grown. There was no Theological Seminary as at Andover to hold it so strictly to orthodoxy, and its students continued to resort to the more liberal Harvard, and today Exeter remains to a marked extent a school preparatory to Harvard. There is more of the University atmosphere, of the freedom and the fostering of the individual at Exeter than at perhaps any other great American school. The atmosphere at Exeter is essentially democratic and thoroughly American. Not only does it attract nearly six hundred students from all over the country, but admission is in no way dependent upon class, color, or wealth, or the lack of any of these. Each boy stands on his merits.

Exeter has a large endowment fund from which it gives annually a larger number of scholarships than any other secondary school. The effect of this has been to increase democracy and to raise the standard of scholarship. As at Andover the dormitory system is a relatively new feature. During its early history students were quartered in the houses of the townspeople, and something of this still survives, though in the last half century more dormitories have been erected, largely through the generosity of alumni, where the boy receives much the same supervision as in smaller schools.

"One of the most precious institutions of the country" was the characterization that former President Eliot of Harvard gave

Exeter, and this invaluable position must be attributed to its long line of principals, who have been men of strong personality, above the pettiness which so often stigmatizes other schools. Not the least of these was Harlan P. Amen, who, coming to the principalship after "a period of executive laxness," in his eighteen years of office, by strong and sympathetic leadership, brought Exeter back to her ancient standards. Lewis Perry, A.B., Williams '98, A.M., Princeton, was elected principal in 1914, a post for which his previous experience as a master at the Lawrenceville School and as professor at Williams had prepared him. See p. 542.

St. Paul's School, Concord, founded in 1855, marked a new trend in education in America. The economic development of the country and the great increase in wealth had created a place for a new type of private school which should meet more nearly the requirements of a growing wealthy class who no longer wished for their sons the old type of democratic schooling. This need was first recognized by Dr. George Cheyne Shattuck, who in 1855 gave his estate near Concord for the purpose, as he expressed it in his deed of gift,—"Of endowing a school of the highest class for boys, in which they may obtain an education which shall fit them either for college or business, including thorough intellectual training in the various branches of learning, gymnastics, and manly exercises adapted to preserve health and strengthen the physical condition, such æsthetic culture and accomplishments as shall tend to refine the manners and elevate the taste, together with careful moral and religious instruction."

The Rev. Henry Augustus Coit was called in 1856 by the trustees to the position of first rector of the new school. Dr. Coit, whose family name for two generations has been prominent in American education, had received his training under the Rev. William Augustus Muhlenberg, at whose suggestion he was later an instructor in the College of St. James, Hagerstown. Dr. Muhlenberg's school at College Point, L.I., which later became St. Paul's College, in its eighteen years' existence exerted a great influence on the future private schools in America, for among his pupils in addition to Coit were several future bishops who were later influential in organizing the earliest Episcopalian Church schools of the parental type. At St. Paul's Dr. Coit entered upon a virgin field and during the formative years of the school he indelibly stamped his personality upon it. As Dr. Coit developed it the school showed the influence of his master, Muhlenberg, in its unreserved adoption of the "in loco parentis" theory. Combined with this was much from the English public schools which he had visited, freely adapted to new conditions, and inspiration was without doubt especially derived from Arnold's methods at Rugby. Dr. Coit was an able administrator and a keen student of boys and men. His career was marked by an unswerving adherence to lofty Christian ideals, and the strength of his success lay in his remarkable ability to inspire others with them. For nearly forty years, until his death in 1895, Dr. Coit was the head and heart of St. Paul's and made it one of the foremost of the American schools. Not without some reason has he been called the greatest of American school masters.

But Dr. Shattuck's influence has also been apparent. Estab-

lished by a physician, St. Paul's was perhaps the first school in which the deed of gift accented physical development; and healthy outdoor life has always characterized St. Paul's. But it may be questioned if the founder's coordinate aim of "esthetic culture" has been equally well carried out. The beautiful situation of St. Paul's, two miles from Concord in the valley of the Turkey river with its vast extent of woodland, fields, its rivers and ponds, has offered every facility for outdoor life, for golf, tennis, swimming, canoeing, skating, and hockey. But even in outdoor life English influence was at first apparent. Dr. Coit encouraged cricket rather than baseball. The English school room nomenclature, too, was here introduced to the American boy. St. Paul's still has "forms" and "evensong." But the "removes" and "matins" and even the cricket of Dr. Coit's time are now forgotten.

The boys of the three upper forms have separate rooms. The younger boys have "alcoves" in the dormitories similar to the "cubicles" of many of the English public schools. This custom here first introduced in the American private schools has been followed by Groton, St. Mark's, and other schools.

St. Paul's has grown to be one of the largest preparatory schools, enrolling over three hundred and fifty boys, who come equally from city and country, and largely from families of wealth and social prominence in all parts of the nation. In the past eight years 373 graduates have entered college, chiefly and about equally Harvard, Yale, and Princeton.

Dr. Coit's immediate successors have been somewhat overshadowed by his greatness. He was followed by his brother, Joseph Howland Coit, who had been vice-rector since 1865, while for a time his younger brother, J. Milnor Coit, presided as acting rector. Dr. Henry Ferguson, professor of History at Trinity College, who was an "old boy" of St. Paul's, accepted the rectorship for a limited number of years. After five years he was succeeded by the present head master, Rev. Samuel S. Drury, A.B., Harvard '01. A recent study and report of Dr. M. V. O'Shea on the educational conditions and needs of St. Paul's School has been recently published by the school. This is perhaps the first instance of a private school instituting and carrying through a survey of itself.

The Holderness School, Plymouth, is the diocesan school of New Hampshire founded by Bishop Niles in 1879. The rector, the Rev. Lorin Webster, A.M., L.H.D., Trinity, his family, and the masters live in the same building with the forty boys. It is a school that for a moderate charge affords many of the advantages of the high-priced Church schools.

MASSACHUSETTS

BOSTON

Chauncy Hall School, 553 Boylston St., was established in 1828 by Gideon F. Thayer, who made it for thirty years a pioneer in many educational innovations. The school has undergone many changes of management. Notable among its recent heads have been Edwin DeMeritte and Rev. James B. Taylor. In recent years the school has prepared exclusively for the Massachusetts Institute of Technology. Franklin T. Kurt, who has been connected with the school

since 1896 and sole owner since 1910, administers the school in a strictly businesslike way.

Noble and Greenough School, 100 Beacon St., was founded in 1866 by George W. C. Noble, A.M., Harvard '58, who is still nominally head master. For many years it was very successfully managed, until his death in 1913, by James J. Greenough, son of Professor Greenough of Harvard. The association of these two able, enthusiastic scholars resulted in the most stable and influential day school in New England, drawing from the fashionable families of Greater Boston. Most of the seven hundred alumni are graduates of Harvard.

Owing to the retirement of Mr. Volkmann, his school will be discontinued with the close of the present school year, and arrangements have now been completed between the trustees and a committee of the alumni of the Volkmann School whereby the patronage and good will of the Volkmann School will be transferred to the Noble and Greenough School, the arrangement providing among other things for the addition to the board of trustees of two trustees representing the Volkmann School and the employment of Mr. F. A. Sheldon and Mr. Louis C. Jaques, teachers at the Volkmann School as part of the teaching staff at the Noble and Greenough School. Mr. George F. Fiske, A.B., Amherst '94, for many years connected with the Noble and Greenough School as teacher and of late years as secretary, is now the assistant principal.

The Stone School, 488 Beacon St., has since 1879 been conducted by Charles W. Stone, who originally won a wide reputation for unusual success in tutoring boys for the Harvard entrance examinations. There are now full facilities for all desirable branches of athletics. The teaching staff, headed by A. L. Benshimol and S. R. Dunham, is unusually strong.

Mr. Legate's Private School, 66 Beacon St., is the successor of the Hopkinson School, familiarly known for a score of years as "Hoppy's," in its day perhaps the most fashionable Harvard preparatory school in Boston. It in turn had succeeded the Dixwell School. The two schools in their career sent over eight hundred boys to Harvard. Mr. Legate, a teacher in the school since 1879, has been head master since 1905. In the past ten years he has prepared about twenty boys for Harvard.

The DeMeritte School, 815 Boylston St., is a day school preparing for colleges and technical schools, especially for M. I. T., established in 1900 by Edwin DeMeritte, A.B., Dartmouth. Mr. DeMeritte has had many years' experience in Boston schools, having been a teacher and principal at Chauncy Hall and the principal of the Berkeley School.

With the establishment of Mr. DeMeritte's Military School in North Carolina the management has devolved upon Roger Chippenden, A.B., and A. W. Bacher, A.B., joint principals. See p. 560.

The Huntington School, Huntington Ave., established in 1900, has proved most successful in utilizing the unequaled plant and equipment of the new Y. M. C. A. building. It purveys modern education, both technical and college preparatory, at moderate cost to a great number who might otherwise fail to get it, or else-

where pay more and get less. The school has had a rapid growth and now enrolls over three hundred and fifty pupils, more than two thirds of whom are taking the college preparatory course. The head master, Ira A. Flinner, A.B., Harvard, has instituted an interesting system of supervised study,—a laboratory method applied to all studies. See p. 535.

Northeastern Preparatory School, Boston, conducted since 1907 as the Evening Preparatory School of the Y. M. C. A., prepares men for colleges and technical schools, and business and government positions. The large faculty and unusual facilities make possible a broad curriculum which results in an enrollment of more than a thousand. James A. Bell is the principal. See p. 537.

Roxbury Latin School, founded in 1645, is the oldest endowed secondary school in the United States. Nine years after the establishment of Harvard College, and only fifteen years after the founding of Boston, it began to prepare boys for Harvard, and has continued its work without interruption. It resulted largely from the influential efforts of John Eliot, the "Apostle to the Indians," who when minister of the First Church of Roxbury, together with other inhabitants of the town, signed a statement that they "in consideration of their religious care of posterity, have taken into consideration how necessary the education of their children in literature will be, to fit them for public service, both in Church and Commonwealth, in succeeding ages. They, therefore, unanimously have consented and agreed to erect a free school in the said Town of Roxbury."

"The Free Schoole in Roxburie," as it was called, was not then free in the sense of being supported by uniform taxation or free from all tuition fees. But today the school is free to all boys living within the limits of the original town of Roxbury. In 1671 Thomas Bell, formerly a freeman of Roxbury, died in London, willing two hundred acres of Roxbury lands to the school, and naming the Rev. John Eliot and two other officers of the First Church as trustees of the endowment. This and a few other smaller gifts constitute the present foundation.

Cotton Mather, half a century later, wrote of the school, "Roxbury could not live quietly without a free school in the Town: and the Issue has been one thing which has almost made me put the Title of Schola Illustris upon that little Nursery; that is that Roxbury has afforded more Scholars, first for the College, and then for the Publick, than any Town of its Bigness, or if I mistake not, of twice its Bigness, in all New England."

The school has always been intimately associated with Harvard, fitting its pupils for the higher work there. College preparation in Colonial days was a matter of intensive education. The regulations for admission were thus stated: "When any Scholar is able to understand Tully, or such like classical, Latine Author *extempore*, and make and speake true Latine in Verse and Prose, *suo ut aiunt Martē*; and decline perfectly the Paradigm's of Nounes, and Verbes in the Greek tongue: Let him then and not before be capable of admission into the College."

Though controlled by a self-perpetuating board of trustees who

are bound by its ancient charter, the school has kept abreast of the educational changes of the years. Inherent worth has given it vitality and importance. It is now planning a future of great promise, and three acres have been secured facing Franklin Park. The line of its new development will follow that of the country day schools.

William C. Collar, for more than half a century connected with the school, in his long career attained a national position in the educational world. Appointed a master in 1857, head master in 1867, he resigned in 1907 and died in 1916. The present head master is D. O. S. Lowell, a graduate of Bowdoin and for several years a master in the school.

The Browne & Nichols School, 20 Garden St., Cambridge, was founded in 1883 by George H. Browne, A.M., and Edgar H. Nichols, A.M., Harvard classmates, soon after their graduation. They were pioneers in enriching the rather meager curriculum of the day. Mr. Browne's personality and intense enthusiasm incite in his boys a genuine devotion to the sound scholarship which has always distinguished the school. Since the death of Mr. Nichols, the Rev. Willard Reed has with Mr. Browne been joint principal. The appreciation by Mr. Nichols' pupils of his nobility and devotion is memorialized in Nichols Field, a playground, providing the usual features of a country day school. The school prepares almost exclusively for Harvard, and the masters are almost all Harvard men. At first its patronage came almost entirely from the established families of Cambridge, but in recent years as its enrollment has grown, pupils have been drawn from greater Boston. See p. 537.

William Whiting Nolen, familiarly known as "The Widow," A.B., Harvard '84, A.M., '86, Little Hall, Harvard Sq., Cambridge, has since 1886 built up a huge tutoring institution, the success of which has been such as now to require sixty assistants.

Mr. Rivers' Open-air School for Boys, 81 Marion St., Brookline, is an open-air day school with supervised afternoon playground work, opened in 1915 by a former master at Noble and Greenough's. The school prepares for college but accepts no new pupils above the fourth grade.

The Longwood Day School, 36 Browne St., enjoys a patronage from wealthy families of the Back Bay and Brookline. It was established by Miss Ware and Miss Park of Miss Park's School and is for young boys. The present head is Robert L. Cummings.

The Country Day School for Boys of Boston is located on Nonantum Hill, Newton. It was established in 1907 by citizens of Greater Boston to secure for their sons the advantages of an all-day school in the country. It was directly inspired by the ten years' success of this educational departure at the Gilman Country School and may be regarded as the first on the Baltimore plan. The school was opened under the efficient leadership of Shirley K. Kerns, A.B., Harvard '98, one time master of English in the Gilman School, its acting head master in 1900-01, and later a master at Middlesex. Inaugurated under the best of social auspices the school was a success from the start, but credit must be ascribed to the kindly, pervasive personality of Mr. Kerns, whose tact and ability inspired

confidence. The boys come from the substantial families of Greater Boston. By careful elimination the college preparatory work has been maintained at a high standard so that the school makes a high record on Harvard College entrance examinations.

The Fessenden School, West Newton, is for young boys exclusively, fitting them for the leading secondary schools. It was established in 1903 by Frederick J. Fessenden, A.M., Williams, and has had a consistent growth as appreciation for all that it offers has become more widespread. Without the support of any special clique or denominational influence the school has won a national patronage. Mr. Fessenden is an efficient organizer and a man of modest and somewhat retiring temperament but winning personality. Both he and Mrs. Fessenden are unusually successful in creating a genuine and sincere home atmosphere, the latter giving the boys many little attentions unusual in a school. The masters are young men of fineness and sympathy who have caught the prevailing spirit and communicated it to the boys. See p. 538.

The Norfolk Country Day School, Wellesley Farms, was in 1916 taken over by Perley L. Horne, whose earlier career had been at Hawaii and Dummer Academy. Boys are cared for throughout the day, following the lines of a country day school.

Danforth School, Framingham, is a small school for boys under sixteen recently established by James Chester Flagg, A.B., formerly connected with Milton Academy and the Hackley School. Mr. Flagg gives his boys close supervision and prepares them for the final years at the secondary schools.

Middlesex School, Concord, was established in 1901 by Mr. Frederick Winsor, A.B., Harvard '93, whose family name will be recognized about Boston as prominent in education and finance. After graduating from Harvard Mr. Winsor taught for two years at Phillips Exeter. From 1897 he was for four years head master of the Gilman Country School, Baltimore. In 1901 he interested a group of Harvard men of Boston to assist him in organizing the Middlesex School. Through their influence gifts have poured in, making possible the building of a splendid plant. Middlesex has from its beginning been financed and trustee by Harvard men; its masters are Harvard graduates; and the school draws its patronage from those families throughout the country predisposed toward Harvard as the college for their sons.

Today the school accommodates somewhat over one hundred boys, less than one half of whom come from Massachusetts. At Middlesex we find the best features of the Episcopal Church schools adapted to a non-sectarian environment. The house system has been adopted. Each house accommodates twenty boys under the supervision of a house master and an assistant master. The spirit of the school is honest and virile with a simple, wholesome life characterized by intimacy between the boys and the masters.

Mill Brook School, Concord, is a small country school for city boys, accepting both day and resident pupils and offering college preparation and manual training. Wilmot R. Jones, a member of the Society of Friends, is the head master.

The Mitchell Military Boys' School, Billerica, is conducted by

Alexander H. Mitchell, A.B., by whose father it was established in 1870. It is a boarding school for fifty boys under sixteen years of age. The amount of time devoted to military training is comparatively small.

Phillips Academy, Andover, was in a way an outgrowth of the older Dummer Academy, for Samuel Phillips, its founder, had been educated at Dummer under Master Moody's care, as had also its first head master, Eliphalet Pearson. They were both at Dummer and classmates at Harvard College, graduating in the class of 1771. In 1778 Samuel Phillips together with his father and his uncle John deeded both land and money for the purpose of founding the school. According to this document, the donors proposed "to lay the foundation of a public free SCHOOL or ACADEMY for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences wherein they are commonly taught; but more especially to learn them the GREAT END AND REAL BUSINESS OF LIVING." Further on, "it is again declared that the first and principal object of this Institution is the promotion of true PIETY and VIRTUE."

Andover was doubtless chosen as the site because it was the old home of the family, as the father of the two brothers had been a former master of the Grammar School at Andover. The school opened in the midst of the Revolution and in 1780 was incorporated with the title of Phillips Academy, the first chartered academy in New England. Andover has been fortunate from the first in attracting men of the highest ideals to its control. Eliphalet Pearson, the first principal, was a man of great force and versatility and of commanding presence who held his thirteen pupils well in awe and was known to the boys as "Elephant" Pearson:

"... Great Eliphalet (I can see him now),—

Big name, big frame, big voice, and beetling brow."

He afterward became professor of Hebrew at Harvard and still later in the Theological Seminary at Andover, which was an outgrowth of the same foundation.

There were twenty-three boys in the academy, when, in 1810, Dr. John Adams came to the master's throne, which he occupied for twenty-three years. By 1817 the number of boys had increased to one hundred, and during his time Dr. Adams admitted 1119 pupils, nearly one fifth of whom became ministers. But it was under Samuel H. Taylor, a man of picturesque and striking personality, head master from 1837 to 1871, that the institution gradually took on its present character.

As is natural Exeter and Andover have had much in common. Both have from the first repudiated the "in loco parentis" theory of school life. They attracted "students with a definite educational purpose" declaring that "the academy is not a suitable place for boys who are idle, insubordinate or lacking in self-control; nor for such as require the constant supervision of a teacher and the routine of the school room in order to enforce industry and fidelity."

Andover perhaps more than Exeter long remained conservative, less influenced by the Unitarian movements which have stirred New England, and perhaps for that reason Andover early became pri-

marily a preparatory school for more conservative Yale rather than Harvard, which early came under more liberal influences. Andover has in its long career prepared more boys for Yale than any other school in the country. As at Exeter democracy and simplicity have been its tone. Andover has many scholarships for boys needing financial aid. About one hundred boys each year receive some assistance in paying their expenses.

Phillips Andover today attracts nearly six hundred boys, more than half of whom come from outside of New England, and it is truly "national in its representation and democratic in its life and spirit, and is 'equally open to youth of requisite qualifications from every quarter.'" It endeavors to enable its students, as the catalog further states, "to pass by gradual and natural stages from the paternalism of home life to the freedom that awaits them in college. A natural and progressive development is provided for subsequent years in the houses and halls which are in charge of married instructors. The regulations which obtain in all dormitories are here in force, but there is in them the atmosphere of home. The later life of the dormitories is designed to develop a larger sense of responsibility and to prepare for the community life of college." In the early days no housing provision was made for the boys, but they were left to the mercies of the townspeople. It has been found advisable to gather them in dormitories under the control of the school.

The loyalty of Andover men through the years has brought increasing endowment and gifts, many of which commemorate prominent alumni. A recent generous alumnus has aided in providing a new dormitory especially for young boys which further supplies "a stepping-stone between the natural restrictions of the home and the somewhat freer life of a large school." The Archeological Museum and department, endowed in 1901, is unique among secondary schools.

Andover has at the present time over eight thousand living alumni, and something like twenty thousand have graduated from the school during its history. About sixty per cent of these have gone to Yale and perhaps fifteen per cent to Harvard. Its alumni are loyal and are organized in numerous associations throughout the country. The present head master, Alfred E. Stearns, is a graduate of Andover, Amherst, Yale, and Andover Theological Seminary. He has been an instructor at Andover since 1897 and head master since 1903. Dr. Stearns is the first principal who has given his whole time to administration, doing no teaching while in office. He has upheld the cultural ideals of the past, vigorously resisting the encroachment of vocational education. The period of his incumbency has witnessed unparalleled progress; the growth in physical resources alone in the last decade has exceeded that of the whole previous period. See p. 543.

St. John's Preparatory College, Danvers, established in 1907, is perhaps the leading Catholic college preparatory school of New England. The commercial department offers the usual business course and athletics are made a strong attraction. The boys are largely from Massachusetts, but the crowded dormitories

accommodate a considerable number of boys from as far afield as Cuba.

Dummer Academy was endowed by William Dummer, Lieutenant-Governor of Massachusetts, who in 1761 bequeathed his house and farm at Byfield for the establishment of a Grammar School. This was a notable innovation, breaking away from the tradition of local and public provision for education. The school was first opened in 1763 under the charge of the celebrated Samuel Moody, who had graduated from Harvard College in 1746. Master Moody made it a Grammar School of the olden type, and prepared many boys for Harvard who became prominent in the life of the nation, including the founder and first master of Andover Academy.

Dummer has had its vicissitudes, and nine years ago a succession of unsuccessful heads and weak management on the part of the board of trustees reduced it to a mere handful of pupils. Since then Dr. Charles S. Ingham has brought to it a better business management and the school has come to days of comparative prosperity. The pupils are about equally divided between day and boarding, and about half the patronage is local.

Milton Academy was established by an act of the legislature in 1798, opened in 1807, and continued with short periods of suspension until 1866 when, on the establishment of a town high school, it was closed. The board of trustees, however, having secured additional funds, reopened the academy in 1885 on a new site. Until 1901 the academy was coeducational, but in that year boys and girls, except those in the primary department, were given separate buildings and instruction. The girls' school is for day pupils only, but Hathaway House, not a part of, but under the supervision of the academy, provides for eighteen girls. The boys' school and the academy dormitories are exclusively for boys in the last six years of college preparation. The board of trustees is made up of men and women prominent in Milton and Boston. The school achieved great success during the long administration of Harrison Otis Apthorp. Under the able administration of the present head master, Frank Edwin Lane, and W. L. W. Field, the assistant head master, the school has lived up to its former prestige. The patronage of the boys' preparatory school though from all over the country is largely from the leading families of Milton and greater Boston. The spirit of the school is honest, the character of the work thorough, and the boys lead a simple, wholesome life in intimate relations with the masters.

The Powder Point School for Boys, Duxbury, is a college preparatory school which dates from 1886 and is the property of the Moulton family, of whom John R. Moulton is the active representative. Ralph K. Bearce, formerly of the Suffield School, has been head master since 1913. He has built up the school, doubled its enrollment, and improved its standards and the class of boys in attendance, who come from widely distributed regions throughout the country. Especially notable is its location on the seashore in a region of great historic interest. See p. 540.

Tabor Academy, Marion, on Buzzards Bay, was founded and endowed by Elizabeth Tabor in 1876 and was formerly coeducational.

In 1916 W. Huston Lillard, previously of the Andover Academy faculty, became principal. The school has been reorganized and will be developed as a boarding school for boys maintaining a separate girls' department for day pupils. See p. 536.

Edwin Bryant Treat's School during the summer months is located at Oak Bluffs, Marthas Vineyard, and during the six winter months at Helenwood, Tenn., in the midst of a seven-thousand-acre hunting preserve high up in the Cumberland Mountains. A dozen boys from wealthy families are tutored for college.

St. Mark's School was founded in 1865 by Joseph Burnett, a wealthy Boston merchant and manufacturer, who is said to have been inspired by the success of St. Paul's, and by the desire to have a similar school in his own native town of Southborough. Members of the Burnett family have continued on its administrative board watchful of the interests of the school. Beginning with twelve boys the school has at intervals increased its dormitory accommodation and in recent years receives nearly a hundred and fifty. Assured of prestige from the first, it developed steadily in strength and efficiency under the capable management of William E. Peck, head master from 1882 until 1893.

St. Mark's is a Church school of the parental type. A notable feature is that all the school activities are confined to one large building. "That the entire life of the school should be under one roof," one of its masters wrote a few years ago, "its chapel services, study, recitations, eating, and sleeping, means much not only for convenience, but also for community of interest among the boys and between masters and pupils." The boys of the three lower forms do not have separate rooms but occupy dormitories with windowed alcoves.

Though the general policy of St. Mark's was modeled after that of St. Paul's one notable innovation in American school boy life was introduced which has proved a valuable contribution and has been extensively adopted by private schools since established. A modification of the English "Lancastrian Monitorial System" which had its origin in England early in the century was successfully adapted to American conditions. From its opening St. Mark's has had its present system of monitors, six or seven boys chosen from the sixth form who "are the representatives of the school, have certain duties and a general oversight of the life of the boys. They are supposed to stand for the school ideals and to exert their influence and leadership in all school matters."

St. Mark's offers an intimate, proscribed, community life, admission to which is eagerly sought and rigidly restricted. It is distinctly a "fashionable school" and boasts a long waiting list. The Rev. William Greenough Thayer, A.B., Amherst '85, A.M., '88, D.D., '07, formerly a master at Groton, has been head master since 1894. A capable manager, administrator, and churchman, he has zealously maintained the tone and high social standing of the school.

The Fay School was founded to prepare young boys for St. Mark's, the year after its opening, by Harriet Burnett and Eliza Burnett Fay, cousins of Joseph Burnett. The present head master, Waldo Burnett Fay, is a son of one of the founders. Mr. Fay was one of

the first pupils of the school and after a varied experience in business and teaching took charge of the school in 1896. It is an Episcopal Church school of the parental type, preparatory for St. Mark's, Groton, St. Paul's, Pomfret, and other schools of their class. A strict adherence to English ideals of education is maintained, and thoroughgoing instruction in the traditional school subjects is offered. There are about eighty boys in attendance, three fourths of whom come from New York and Massachusetts.

Groton School was the result of economic causes and a personality. The great accumulation of the wealth of the country, and the further development of social planes caused a further development of the movement which led to the founding of St. Paul's and St. Mark's. It was around the personality of the Rev. Dr. Endicott Peabody that this fresh development centered, and it resulted in the establishment in 1884 of Groton School. Dr. Peabody, its founder and head master, is a member of the Peabody family of Salem, long prominent in the mercantile and philanthropic life of the country. He was educated in England, graduating from Cheltenham College, took his master's degree at Trinity, Cambridge, in 1880, and after a brief interval of business in Boston, graduated from the Theological Seminary, Cambridge, Mass., in 1884. Dr. Peabody has been described by Mr. Ruhl as "an American with an English school and University training. . . . He is an all-round athlete, and yet a churchman; a scholar and yet a very graceful and sophisticated man of the world. Altogether his is a personality peculiarly fitted to win the confidence and lead the type of boy for whom Groton School was started."

Groton School began with a small number of pupils and masters carefully selected from the social and financial aristocracy of the country. Through a natural inheritance, from friend to friend, rather than from conscious intent, Groton has attained unequalled social prestige. Thus although Groton has always been a class school, this has probably not been the result of conscious effort on Dr. Peabody's part. So long is the waiting-list that as an old graduate expressed it, "A Groton man wires to Dr. Peabody as soon as his son is born. Others generally think a letter is quick enough."

Although largely English in its inspiration and atmosphere, Groton is one of the most remarkable and successful institutions in American education today. It was established with the same earnestness and sincerity of purpose as was any foundation of Puritan times. From every American point of view it is exotic, but it is sincere, and its sincerity commands not only the loyalty of its alumni, but the respect of those least in sympathy with its ideals. Groton attempts to steer a course between the "in loco parentis" plan of St. Paul's and the larger freedom of Andover and Exeter. A modification of the monitorial system which for twenty years has been in successful use at St. Mark's was adopted at Groton and has from the first proved successful, but at Groton the boys are called prefects. A head prefect and six prefects are appointed annually from the upper form. They exercise a considerable measure of influence in the student body, which develops

responsibility in the holders of those offices and lessens the load of the masters.

The boys at Groton do not have separate rooms; all except the prefects live in cubicles. The system that is followed at St. Paul's and St. Mark's for the younger boys is here continued through all forms, and Groton's system in this respect has been copied in the newer Middlesex School. Two upper forms are provided with studies and the lower forms study at desks in large school rooms. The relations between master and pupil at Groton are particularly intimate in all branches of school activity. Of recent years an interesting effort at democracy has been made at Groton. A rule has been passed admitting a few boys each year from the West and South upon competitive examinations. The previous environment of these boys, however, must meet such a standard as would be approved by those patrons whose sons enter through the waiting-list.

Scholastic seclusion has been sedulously sought. The buildings, well known for their architectural excellence, stand some two miles from the village on a ridge overlooking the Nashua valley. The most prominent feature is the chapel tower, which dominates the countryside. The chapel, a gift of W. Amory Gardner, who has long been a master in the school, is a notable example of late decorated Gothic.

Red House, a small home school limited to ten boys, opened at Groton in 1913. Under the direction of the head master, Carleton A. Shaw, A.B., Harvard '95, and his assistant the boys are prepared for secondary schools, especially Groton.

Lawrence Academy, Groton, was incorporated in 1793 as The Groton Academy. In 1846 it received its present name in honor of the liberal gifts of Amos and William Lawrence. Coeducational until 1898 it has since, under the present head master, Arthur J. Clough, who entered on his work in 1908, become exclusively a boys' preparatory school giving special attention and aid to the individual. The moderate cost of tuition and numerous scholarships and prizes and the able administration attract about forty boys from far and near.

Worcester Academy, incorporated in 1834, is situated in spacious grounds upon an eminence in the city of Worcester. Dr. Daniel Webster Abercrombie came to the school as head master in 1882. At that time it was a run-down, coeducational academy of the old type. Dr. Abercrombie, a graduate of Harvard College and Harvard Law School, had traveled and studied abroad making a special study of foreign secondary schools. Under his able administration and dominating influence Worcester Academy has steadily grown in efficiency, in numbers, and endowment, until today it is a prosperous community of three hundred boys who come from more than thirty states and a dozen foreign countries, though half of them are from the smaller towns of Massachusetts. About two thirds of the graduates enter college, largely Brown. The spirit of the place is ruggedly democratic and American.

Monson Academy, Monson, dates from 1804. It is a boarding school for boys with a coeducational day department. Seth G. Haley, A.B., Bowdoin '07, became the principal in 1916.

Wilbraham Academy, ten miles east of Springfield, chartered by the Massachusetts Legislature in 1824, is a continuation of Wesleyan Academy chartered at Newmarket, N.H., in 1817. Coeducational through its long history it has been attended by over twenty-five thousand students. The trustees appreciating the changes in the educational field closed the academy in 1911 and, the alumni having raised additional endowment, the school was reorganized and the new Wilbraham formally opened in 1912 under Gaylord W. Douglass, head master. The school affords boarding and day accommodation for sixty boys who come from all sections of the United States. The school prepares especially for college.

Williston Seminary, Easthampton, was established in 1841 by Samuel Williston, a wealthy button manufacturer, whose family have through generations continued their interest and support. In its early history the school was coeducational, but for fifty years it has been exclusively a boys' school. Its educational policy and academic standards were greatly influenced by Professor William S. Tyler of Amherst College. Nearly ten thousand pupils have attended the school since its opening, and its present enrollment is upward of two hundred, many of whom are preparing for college. The present principal, Dr. Joseph Henry Sawyer, A.B., '65, L.H.D., '02, Amherst, has been connected with Williston for nearly half a century.

The Mount Hermon School, Mt. Hermon, started by Dwight L. Moody in 1881, faithfully embodies the vigorous Christianity of its founder. Here every boy has abundant opportunity to get an education, if he is in earnest,—and not otherwise, for each boy must give two hours a day to work, either on the farms or in the buildings. "Mr. Moody undertook to make education possible for every poor boy who was willing to work, by offering a thorough secondary school course with emphasis on the religious motive, at the cost of \$70 per term of fifteen weeks. Since the school opened thousands of boys, whose education had been or would otherwise have been neglected, have passed through its portals." The principal is Henry F. Cutler, A.M., who through years of preparation has fitted himself for his large task of administration.

Berkshire School, Sheffield, occupies a beautiful site in a natural amphitheater on the slope of Mt. Everett. It was established in 1907 by Seaver B. Buck, A.B., Harvard '98, who for eight years had been a master at Hackley School. Mr. Buck has a wonderful way in dealing with boys. His vigorous and wholesome methods are admirably supplemented by his wife who is a vital force in the life of the school, though she takes no formal part. It is a school community of homelike wholesomeness conducted like a big family. The directness of the methods, the sincerity of the atmosphere, and the efficiency of the simple organization command the admiration of the boys as well as all who know the school. Each boy has a separate room but two seniors may have in addition a study in common. The upper class men are given a considerable liberty and responsibility to bridge the gap from school to college. Without conscious effort the school achieves much more than mere college preparation, though this latter is met in a scholarly and efficient way. See p. 539.

The Sedgwick School, originated in Hartford seventy-two years ago as Sedgwick Institute and moving to Great Barrington in 1869, was the first school in the Berkshires. Edward J. Van Lennep has for thirty-one years been its principal.

Hallock School, Great Barrington, was established in 1908 by Gerard Hallock, A.M., for fourteen years previous a master in Hill School. The location is most healthful, and the boys receive individual care and efficient preparation for college in a quiet home atmosphere and pleasant surroundings.

Pine Brook School, Worthington, on the edge of the Berkshires, has been recently established by Miss R. B. Dickinson for a few young boys who need outdoor life or special care.

RHODE ISLAND

The Moses Brown School, Providence, long known as Friends School, adopted its present name in honor of its founder in 1904. It was first opened in 1784 at Portsmouth and reopened at Providence in 1819. A few years later it was liberally endowed by Obadiah Brown, son of the founder. Coeducational through its long history, it is now essentially a college preparatory school for boys. Dr. Seth K. Gifford, a graduate of Haverford College and the University of Halle, has been principal since 1904.

The Morris Heights School is a day school established in 1899 with a small boarding department. The upper and lower schools have a total attendance of about ninety boys. Its close proximity to the country plays an important part in the life of the school. John Shaw French, A.B., Bowdoin '95; Ph.D., Clark, who from 1898 to 1908 was professor of mathematics and for six years a master in Tome Institute, has been principal since 1908. About twenty boys are annually prepared for college.

St. George's School, Middletown, fronting the ocean near Newport, has developed from a private boarding school opened in Newport in 1896 by the Rev. John B. Diman, A.B., Brown '85, A.M., '03; A.M., Harvard '96. He has been successful in inspiring his patrons to liberal gifts toward the equipment of the school, and has built up a well-appointed institution. In 1916 Mr. Diman resigned and a permanent successor has not yet been appointed. It is an Episcopal school, showing the influence of the earlier church schools in its prefectorial system, its surpliced choir, and the intimate relations of boys and masters. A special feature of the school is the attention given to nature study and science. The loyalty of its alumni is evidenced by the St. George Clubs at Harvard, Yale, and Princeton, to which its boys go in about equal numbers.

Cloyne House School, Newport, embodies the ideas gathered in England by Dr. Oliver W. Huntington, the founder, in his study of the English schools. Dr. Huntington was formerly an instructor at Harvard. An especially interesting feature is the outdoor winter camp on the school grounds.

CONNECTICUT

The Hotchkiss School, Lakeville, was established and endowed in 1892 by Mrs. Maria Hotchkiss, a native of the region. Edward G. Coy, its first head, was one of America's great head masters,

and in the organization and administration of the school endowed it with high ideals and left a lasting impress of his own fine personality. The Rev. Huber Gray Buehler, A.B., Pa. Coll. '83, A.M., '86, Litt.D., Pa. Coll., who had been a master in the school from its beginning, has since 1904 successfully continued the same policy. Under his direction it has become one of the leading preparatory schools of the country, drawing its patronage largely from upper-class families of all parts of the United States. The students have a considerable degree of freedom. There is no prefect system. The atmosphere of the school is thoroughly American, and a wholesome and democratic spirit prevails. Though many boys come from wealthy families some forty each year pay no tuition, and those who work their way are received on terms of fraternal equality. The head boys and prize winners have been about equally from the scholarship boys and those who pay tuition. Yale influence predominates at Hotchkiss and eighty per cent of the boys go to that college, but of the faculty of twenty-three only eight are Yale men, four are Harvard men, and the remainder are of other universities. There is the strongest feeling of loyalty on the part of both the alumni and the faculty. See p. 544.

Riggs School, Inc., Lakeville, is an agricultural school to train boys for self support in country life. It is the recent creation of F. B. Riggs, Harvard '99, formerly a master at Groton. His six feet five inches of stature are filled with the spirit of service,—the will to do. Boys come from middle class families of both city and town. Of the \$250 tuition they must earn \$50 from farm products raised.

Salisbury School, Salisbury, is an Episcopal Church school established in 1901 by the Rev. George Emerson Quail, Irish by birth and educated at Trinity College, Dublin. The boys come from all parts of the country. The instruction in college preparatory subjects is thorough. The life of the school is concentrated under one roof.

Kent School, established at Kent in 1906 by the Order of the Holy Cross of the Episcopal Church, is something of a departure in American education. It provides a high-class private Church school at low expense. It is intended for the sons of professional men who cannot afford the expensive private school. More than average ability is demanded of its applicants. In scholastic, social, and religious life a spirit of sincerity and democratic service characterizes the whole body. The boys do all the housework outside the kitchen and laundry, and take turns waiting on table. Under a system of self-government the pupils supervise even their own school room. The Rev. Frederick H. Sill, A.B., Columbia '95, a member of the Order, has from the first been head master.

Westminster School, Simsbury, was founded at Dobbs Ferry in 1888, but since 1900 has been in its present location, fifteen miles from Hartford. W. L. Cushing, A.B., Yale '72, A.M., founder and head master, is assisted by his brother C. E. Cushing, A.B., Yale '85, and two sons, C. C. S. Cushing, A.B., Yale '02, and W. S. Cushing, A.B., Yale '08. The atmosphere of the school is simple and sincere and though Yale influence naturally prevails some of its three hundred and fifty graduates have entered Harvard, Will-

iams, Cornell, and other colleges. The alumni are loyal and helpful and have made important gifts to the school.

Connecticut Literary Institution, Suffield, dates from 1833. Following the trend of the times it now emphasizes its boarding department known as **THE SUFFIELD SCHOOL**, which is exclusively for boys, though girls are still admitted as day pupils. A loyal body of alumni have contributed a small endowment, making possible substantial rather than pretentious aims, at moderate cost. Hobart G. Truesdell has been principal since 1913.

The Loomis Institute, Windsor, had its origin in 1874 when six of the Loomis family provided for a school on what had been, since 1639, the Loomis homestead. At that time a charter was drawn up and the school incorporated. But it was not until 1912 that the accumulated funds of over two millions were available. The trustees then decided to open a non-sectarian school with two separate departments, a day and boarding school for boys and a day school for girls. Nathaniel Horton Batchelder, A.B., Harvard '01, previously a master at Hackley and Hotchkiss, was appointed head master and organized the school, which opened in 1914. In addition to the college preparatory work, courses in agriculture, business, and domestic science are provided. There is a measure of self-government and all the pupils share in the useful labor of the school, performing such tasks as caring for their own rooms and class rooms.

The Taft School is rightly named. It was established in 1890 by Horace D. Taft, a brother of Ex-president Taft, who first located it at Pelham Manor and three years later moved it to Watertown. It is the expression of his personality to which he has given his whole life together with his high ideals of work and scholarship. Mr. Taft graduated from Yale in 1883, and, like his brothers, studied law and was admitted to the bar, but teaching was evidently his fore-ordained vocation for we find him back at Yale, a tutor in Latin from '87 to '90. Mr. Taft has proved himself a great head master. Himself a tremendous worker, he may be said to inspire his boys with industry rather than to exact it of them. But there is no salvation for a boy at Taft except by hard work; and any boy who survives the course of several years at the Taft School is sure to have a well-trained mind. Mr. Taft sympathizes with the life of the boys on the playground as well as in the school room and at once wins their comradeship and confidence by his geniality and large-heartedness. A judicious amount of freedom is a part of his discipline in order that a boy's school life may properly grade into the greater freedom of after life. The boys come from the substantial and well-to-do families throughout the country. About half are from Connecticut and New York, and the Middle West is strongly represented. Naturally a strong Yale influence prevails. **See p. 547.**

The Gunnery School, Washington, is a school of historic interest opened by Frederick W. Gunn in the late thirties. "There was in it so much of abolitionism and other radical tendencies that it aroused great opposition and was for a time discontinued." "The Gunnery" was founded in 1850 by Mr. Gunn and his wife, Abigail Brinsmade Gunn. Mr. Gunn was a man of broadly religious personality, who dared to belong to no sect at a time when all was

sectarian, and in education he followed his own advanced ideas. He made Gunnery one of the prominent schools of his time. Among its patrons were Henry Ward Beecher, Mrs. Stowe, and General John C. Fremont. In his story, "Arthur Bonnicastle," J. G. Holland has set forth the school and its master. Since Mr. Gunn's death in 1881 the school has been conducted by John C. Brinsmade, A.B., Harvard '74, a nephew of Mrs. Gunn, who on graduating from Harvard had come to the school as a teacher and two years later married Mr. Gunn's daughter. They are now assisted by their son, Frederick Gunn Brinsmade, A.B., Harvard '04. The school accommodates sixty boys in residence and a few day pupils from the neighborhood.

The Ridge School was opened in 1894 by William G. Brinsmade, a brother of the principal of the Gunnery School, on adjoining land. Since Mr. Brinsmade's death, seven years ago, the school has been conducted by his wife, and since 1912 has been exclusively for boys under fourteen.

Canterbury School, New Milford, especially for boys of Catholic parentage, was opened in 1915 by Dr. Nelson Hume, formerly of the Newman School, N.J. It occupies the beautiful site of the former Ingleside School and is under the patronage of distinguished Catholics.

The Curtis School for Young Boys, Brookfield Center, is a home school for thirty boys. It has been maintained since 1875 by Frederick S. Curtis, Ph.B., Yale, and his wife, and now has the cooperation of their son, Gerald Curtis, Columbia. The strength of the school lies in this cooperation of two generations: the elder Curtis has a genuine love for boys and deep sense of the grave responsibility of a teacher's functions and untiring devotion to the needs of his pupils; the younger Curtis brings to his work a more intimate sympathy with boy life. A strictly parental attitude prevails and Mr. Curtis demands of his patrons perfect freedom in every detail of management, restriction, and discipline. **See p. 541.**

Rumsey Hall, a school for young boys, was founded by Mrs. Lillias Rumsey Sanford in 1902 at Seneca Falls, N.Y., in her own home. It was moved to Cornwall several years ago. It is still under the general control of Mrs. Sanford, but Louis Henry Schutte, A.B., A.M., Yale, is the present head master. Boys receive thorough preparation for the best preparatory schools. **See p. 548.**

The Sanford School, Redding Ridge, was founded about eleven years ago by Daniel S. Sanford after his long and successful career in the Brookline High Schools. This school will appeal to those parents who "believe that the New England farm of their youth was the best educational institution that America has known, affording opportunities that are scarcely duplicated by the most carefully-planned courses in manual training of our urban schools." Mr. Sanford offers opportunities for individual education and all-round development in a natural wholesome way, free from the artificialities and formalities of usual school life. The influence of the old New England farm and of the New School movement of England and the Continent is here shaped by the personalities and immediate presence of Mr. and Mrs. Sanford.

Ridgefield School, opened by the Rev. Roland Jessup Mulford in 1907, was incorporated the following year. Dr. Mulford, A.B., Harvard '93, LL.B., '96; Ph.D., Johns Hopkins '03, had been a master at St. Mark's and Pomfret and head master of the Country School of Baltimore and the Cheshire School. From the beginning he has elicited the interest and endorsement of men prominent in education and religious life, who have served the school as trustees. The school is Episcopalian. The Sixth Form have much influence.

Brunswick School, Greenwich, is a day school patronized by the families of wealthy New York business men who reside here. Established in 1902 by the present head master, George E. Carmichael, it was three years later incorporated with the assistance of generous residents who appreciated Mr. Carmichael sufficiently to raise the necessary funds for a new and permanent school home. The school has thus been fortunate in having the cordial support of its patrons. Mr. Carmichael is a man with interesting and original ideas on such educational matters as the sequence of courses and arrangement of hours to maintain interest and lessen strain. The school rooms are models in light, in color scheme, ventilation, and seating plan. It is a preparatory school insisting on thorough work, providing instruction throughout the school course. The faculty is especially strong and represents all the leading eastern colleges. Provision is made for a few boys from a distance in private families under the supervision of the principal.

The King School, Stamford, now in its forty-first year, was founded by Hiram U. King and incorporated in 1913. It is a day school patronized largely by the people of Stamford with accommodation for a small number of resident pupils in the home of the head master, Ralph Erskine Rearick, A.B., M.S., Princeton. This school has prepared about one hundred and fifty boys for the leading colleges.

Betts Tutoring School, Stamford. Since the destruction by fire of the old Betts Academy in 1908 Wm. J. Betts has given his time to tutoring for Yale, avoiding the usual cut-and-dried methods in achieving success with hopeless cases.

The Thorpe School, Stamford, established in 1913 by Edward O. Thorpe, A.B., Williams '03; A.M., Columbia '11, is a small school offering individual instruction in the home of Mr. and Mrs. Thorpe. It aims to teach how to study and how to get results.

The Harstrom School, Norwalk, has been maintained since 1893 by Dr. Carl A. Harstrom, Ph.D., Yale, and since 1899 exclusively as a college preparatory tutoring school.

University School, Bridgeport, is a small school in its twenty-fifth year, offering individual attention, in preparation for college. Vincent C. Peck, A.B., Yale, is the principal.

The Hopkins Grammar School, at New Haven, was established in 1660 as the result of the Hopkins bequest. For nearly fifty years, until Yale came into existence, Hopkins sent its graduates to Harvard, but since that time it has naturally prepared chiefly for Yale College. More than twelve hundred of its alumni have graduated from Yale, including seven of the presidents of Yale. Today it is a small school of about forty. George B. Lovell, Ph.D., Yale '09, succeeded Dr. Woodford as rector in 1916.

The Booth Preparatory and Tutoring School, 124 High St., New Haven, has since 1897 been successful in preparing boys for college examinations, particularly those of Yale. In addition to regular class work, one hour of private instruction each day is given a boy. George A. Booth, Ph.B., Bellevue Coll. '93, is the principal.

The Hargrove School, New Haven, was formerly at Fairfield, Conn. It is a tutoring school, the charges being in proportion to the amount of tutoring.

The University School, 7 College St., New Haven, has for sixteen years been maintained by George L. Fox, A.M., who previously had for sixteen years been rector of the Hopkins Grammar School. Not a cramming institution it gives thorough individual training for college entrance to a small number of boys whose life is carefully supervised.

Roxbury Tutoring School, New Haven, was taken over in 1911 by J. W. Lowrance, who has built up a strong organization and has had remarkable success in preparing boys for Yale examinations.

The Rosenbaum Tutoring School, 262 York St., New Haven, also claims unequalled success in cramming for Yale examinations.

Hamden Hall, Whitneyville, twenty minutes from the center of New Haven, is a country day school for boys established by Dr. John P. Cushing, A.B., Amherst; Ph.D., Leipzig, formerly principal of the high school in New Haven. In addition to the characteristic program of the American country day school there have been introduced some of the best features of the new educational movements in England and the Continent. The school has already in its fifth season attained success.

The Choate School, Wallingford, was opened in 1896 and named for the Hon. William G. Choate. Mark Pitman was its first master but eight years ago it came into the capable hands of George Clare St. John, A.B., Harvard '02, who had previously been a master in the Hill and Hackley Schools. Both Mr. and Mrs. St. John are wholly devoted to the school and have been successful in the attainment of their purpose to keep a homelike atmosphere. Mr. St. John now owns a controlling interest and under his fostering care the school has had a consistent growth. Something of the spirit of the school is evidenced by the school prayer: "Prosper Thou Oh Lord our labors, and may the good name and influence of this School be handed down from generation to generation for the comfort of this Nation and for Thy glory." There is no one college influence, many universities being represented on the faculty, and in a recent graduating class of twenty, seven different colleges were chosen. An attempt is made to adjust the curriculum to each individual by avoiding a rigid system of forms. See p. 546.

The Cheshire School was founded in 1794 as the Episcopal Academy of Connecticut and during the middle of the nineteenth century played an important part in the education of southern New England. Following the trend after the Civil War it became a military academy. Its alumni include many, like J. Pierpont Morgan, whose names have become prominent. The school is now under private management, having been leased in 1910 to Paul Klimpke, a graduate of Yale and a former master in the Taft School.

Pomfret School was founded by the late Wm. E. Peck in 1894 at Pomfret. After twelve years as head master of St. Mark's School Mr. Peck resigned to establish this school in order that he might more fully carry out his own ideals. Upon his death, which occurred in the winter of 1896-97, the property was taken over by the Rev. Wm. Beach Olmsted, L.H.D., who for ten years had been a master at St. Mark's. Dr. Olmsted's administration has brought great prosperity to the school. His tireless efforts and optimism have secured the interest of many people of wealth and social prominence whose gifts have made the physical equipment of the school comparable to any in the country. Since 1906 the school plant has been almost wholly rebuilt on a carefully thought-out plan. Pomfret is a school of the Episcopal Church, attended by about one hundred and thirty boys mostly from the wealthier families of the cities of the East.

MIDDLE STATES AND MARYLAND

NEW YORK

NEW YORK CITY

La Salle Academy, 44 E. 2d St., was opened in 1848 under the direction of the Brothers of the Christian Schools. The Rev. Brother Arnold is the principal.

New York Preparatory School, 72 Park Ave., reorganized in 1893 under its present name by Emil E. Camerer, A.M., LL.B., from an earlier foundation, prepares especially for regents and college examinations. In 1895 the Dwight School was merged with it and is now continued as a day department. A branch is also maintained in Brooklyn. The school gives special attention to those preparing for examinations at moderate cost.

Bovee School, 4 E. 49th St., has for twenty-three years been maintained by Miss Kate Bovee. It is a school of social standing which prepares about thirty boys for the Browning and other schools.

The Browning School, W. 55th St., is in a way unique among the New York day schools. It is a high-class tutoring school to which admission is eagerly sought because of its social prestige and its long-established reputation for efficiency in preparing boys for college. Established in 1887 it has for a generation been presided over by John A. Browning, A.B., Columbia '76, A.M., a man of reserve and conservative tendencies, who has won a clientele of the highest class and has a tremendous hold on both his patrons and his boys. The school occupies three adjoining private houses remodeled in some degree for school purposes. Though the school fees are high enough to tend to exclude all but the wealthy, over one hundred boys are in attendance.

McBurney School, 318 W. 57th St., under the auspices of the West Side Y. M. C. A., is a day school, preparing boys for college, technical schools and business. The boys have the use of the excellent equipment of the Association. Lewis Porter Damon, A.B., Brown, A.M., Harvard, is head master.

Allen-Stevenson School for Boys, 50 E. 57th St., was established by and continues under the direction of Francis B. Allen, A.B., Harvard, and Robert A. Stevenson, A.B., Princeton. It attracts pupils of various social classes, largely sons of college graduates, because of the special attention given to physical development. The upper school prepares boys for the leading colleges. The better attended lower school takes boys of six or seven and prepares them for the upper grades and for secondary boarding schools.

St. Bernard's Preparatory School, 4 E. 98th St., is a successful school for younger boys with an attendance of about sixty. The afternoon recreation and study feature has recently been introduced and a new building is being erected. The founders and present heads are Francis Tabor and John C. Jenkins. The latter was formerly a popular teacher associated with Mr. Craigie, an Englishman who maintained a school on English lines.

Kirmayer School, 34 E. 60th St., is a school for fifty boys maintained by Frank H. Kirmayer, S.B., Harvard. The boys do good academic work in preparation for boarding schools and colleges.

The Lawrence Smith School for Boys, 111 E. 60th St., first opened in 1915, is for young boys. Mr. Smith, A.B., Harvard '97, A.M., '04, has had an extended experience at preparatory schools, Milton Academy, and St. Paul's, Concord.

The Cutler School, 49 & 51 E. 61st St., a day preparatory school providing instruction from primary to college, was established in 1876 by Dr. Arthur Hamilton Cutler, A.B., Harvard '70; Ph.D., Princeton '85. The school adheres to conservative principles and high standards. It has prepared more than five hundred boys for the leading colleges, the great majority of whom have entered Harvard, Columbia, Yale, and Princeton, the numbers being in the order named. The list of the Cutler School Alumni includes the names of leading families in New York, and many of its former pupils have become prominent in the life of the nation.

St. George's School, 59 E. 64th St., established in 1907, is a small school for young boys, preparing them for secondary schools, giving individual instruction in conversational modern languages and memory training. Herbert L. Picke, the head master, is of English birth.

The Buckley School for Boys, 696 Madison Ave., is a private day school, established in 1913 by Benjamin Lord Buckley, A.B., Columbia, to prepare young boys for leading secondary schools. Boys as young as six are admitted. Mr. Buckley has proved himself exceptionally well fitted in the work of educating younger boys and deserves hearty support.

The Brown School of Tutoring, 241 W. 75th St., opened in 1910, grew out of the summer school established by Frederic L. Brown, B.S., Syracuse, in 1906. Individual instruction makes it possible to accomplish a program of work limited only by the capacity of the individual pupil. The large faculty of full-time instructors of long experience prepare boys and some girls for the leading secondary schools and colleges. See p. 550.

St. Ann's Academy, Lexington Ave. & 77th St., a day and boarding school, has since 1892 been conducted by the Marist Brothers and

offers instruction from primary grades to college. Afternoon work, recreation, and exercise are arranged for the day pupils.

Collegiate School, 241 W. 77th St., is the oldest existing private secondary school in the United States, having a continuous history running back to the early settlement by the Dutch of Manhattan Island. Long believed to have been established in 1633, recent research has shown that the first school master began his work in 1638. Established by the Dutch Reformed Church it has long been non-sectarian. For two hundred and fifty years it was maintained as a parish day school, but in 1887 it became a grammar school, at first for boys and girls, in 1891 preparatory, and after 1894 for boys only. The school has occupied many sites progressively northward as the city has developed. The school is administered by a board of trustees and the nineteenth head master, Arthur F. Warren, a graduate of Amherst and a prominent educator, has capably filled that position since 1910.

The Pinneo School for Boys, 801 Madison Ave., in 1914 was opened by Alfred W. Pinneo for younger boys. For twenty years he was with Mr. Browning. Twenty boys are enrolled.

Loyola School, Park Ave. near 83d St., opened by Rev. Neil N. McKinnon in 1900 under the direction of the Jesuits, is a day preparatory school. In 1915 Rev. J. Havens Richards succeeded Rev. David W. Hearn as principal.

Kelvin School, 331 W. 70th St., opened by G. A. L. Dionne, Wooster '93; Columbia '01, the head master, in 1903, is a college preparatory day school. Mr. Dionne is a charming gentleman and his work seems uniformly successful. The classes are small so that much individual attention is given without exclusive tutoring.

The Carpenter School, 310-312 West End Ave., opened in New York in 1900 by H. Manning Carpenter, continues the work begun at Rochester in 1862 by his father. Mr. Carpenter is an educator of unusual vision and sense of proportion. It is a day school preparing young boys especially for St. George's. The boys are from the well-to-do families who wish for their young children especially able, yet sympathetic supervision. Special stress is laid upon practical manual training and out-of-door life, both handled with sound common sense.

Hamilton Institute for Boys, 599 West End Ave., a day school making a specialty of college preparation, has been maintained since 1892 by the present principal, N. Archibald Shaw, Jr., A.B., Hamilton '82, A.M., '85. The school emphasizes athletics. Mrs. Shaw conducts Hamilton Institute for Girls.

Berkeley-Irving School, 309-315 W. 83d St., is a large day school preparatory to college. It was formed in 1916 by the merging of the Berkeley School, founded in 1880, of which Wm. H. Brown was president, and The Irving School, maintained for a quarter of a century by Louis D. Ray, A.B., '82, A.M., Columbia; Ph.D., N.Y. Univ. Mr. Ray as a New York boy was fitted for college by F. F. Wilson, now of the Columbia Grammar School, and after graduation served as instructor under his old master in the Wilson and Kellogg School while further preparing himself for his profession. In 1890 at the suggestion of his friend, John A. Browning, Mr. Ray opened

The Irving School with Mrs. Ray and Anton Reuter. Miss Brodhead became head of the primary department a year or so later and Mr. Berry of the faculty has served since 1898. They are all together still, and the personality of these people has made the school what it is. The two schools have in their history prepared over a thousand boys for Yale, Harvard, Princeton, Columbia, and other leading colleges. See p. 549.

Franklin School, 18-20 W. 89th St., formerly the Sachs Collegiate Institute, is a day school now in its forty-fifth year. It was founded by Julius Sachs in 1872 and was continued by him until 1904, when he gave up his two schools for girls and boys for his work at Teachers College. The present principal, Dr. Otto Koenig, has been connected with the school since 1896 and continues the traditions and policy which have always characterized the school. Courses are provided from primary to college preparatory.

Trinity School, 139-147 W. 91st St., was founded in 1709 by the venerable "Society for the Propagation of the Gospel in Foreign Parts" and was endowed in 1796. It was maintained in connection with Trinity Parish until 1806, when the school was incorporated. Conducted at first in the tower of old Trinity Church as an elementary school it has moved uptown with the progress of the residential district and has increased the range of instruction. In 1808 the corporation established a separate school for girls, St. Agatha. It is today a prosperous, endowed day school under the auspices of the Episcopal Church giving instruction from primary to college preparation. The Rev. Lawrence T. Cole has been rector since 1903. Four fifths of the graduates yearly enter leading colleges.

Columbia Grammar School, 93d St. & Central Park West, was founded in 1764 as a preparatory school to Columbia College. With the college, though no longer directly connected, it has progressively moved uptown as the city has grown. In the middle years of the nineteenth century it rose to high prominence under the able direction of Dr. Anthon, America's earliest classical scholar. The head masters are B. H. Campbell and Francis F. Wilson, formerly head master of the Wilson and Kellogg School, now defunct. They are assisted by a large faculty nearly all of whom, like the head masters, are Columbia men. Naturally its students prepare chiefly for Columbia.

Polytechnic Preparatory School, 99 Livingston St., Brooklyn, founded in 1854, is a well-known, local day preparatory school largely patronized by the people of Brooklyn. It is a department of Polytechnic Institute which in its later years has become largely an engineering college. A large proportion of the pupils are relatives of an earlier generation who attended the school. Francis Ransom Lane, A.M., Dartmouth '81; M.D., Columbia '85, except for an interval of six years has been head master since 1902. A new country day school in connection will be opened in 1917 with Joseph Dana Allen, A.M., Harvard '97, as head master.

Prospect Heights School, 51 7th Ave., Brooklyn, founded in 1899, is a day school patronized by the younger sons of Brooklyn families. William K. Lane, A.B., Williams '01, is the principal of the school and directs the college preparatory work.

The Flatbush School, Newkirk Ave. & E. 17th St., Brooklyn. Dwight R. Little, the principal, is a graduate of Williams, with degrees in education from New York University, and was for seven years head of Froebel Academy and previous to that instructor in the Brooklyn Polytechnic.

Marquand School, 55 Hanson Pl., Brooklyn, is the outgrowth of a preparatory school for boys, maintained by the Central Branch, Y. M. C. A., since 1907. With the completion of the magnificent new plant the sphere of usefulness of the day school was enlarged. The Lower School admits boys from twelve years. Clarence W. Stowell, Ph.D., Univ. of Maine, with a specially trained staff, provides training for college preparation together with vocational and technical instruction. Many features of the country day school, supervised study, and "little journeys" have been adopted.

St. Paul's School, Garden City, is the Diocesan School of Long Island, controlled by the Cathedral Chapter of which the Bishop, the Rt. Rev. Frederick Burgess, is the head. St. Paul's was founded by Mrs. Cornelia M. Stewart as a memorial to her husband, Alexander T. Stewart. Walter R. Marsh, A.B., Harvard '89, the head master, formerly head of the Pingry School, is well known as the author of a series of mathematical text-books. He has brought new life and efficiency to the school and built up a strong patronage largely from Greater New York, though the school attracts a lesser number from the whole United States.

The Barnard School, Fieldston, W. 244th St., a day school for boys established in 1886, is one of a group of four schools, one for girls and two elementary schools, all bearing the same name in honor of a former President of Columbia. Influenced by the country day movement the school in 1912 opened on a new site overlooking Van Cortlandt Park, where the boys are kept occupied throughout the day. William L. Hazen, A.B., LL.B., has been the head master of the Barnard Schools since their establishment. The associate head master is Theodore E. Lyon. The kindergarten and elementary schools are under the direction of Katharine H. Davis. One hundred and fifty boys have entered the leading colleges from this school.

Horace Mann School for Boys, Fieldston, W. 246th St., was established as a model and experimental school in connection with Teachers College, a department of Columbia. First opened in 1887, it was coeducational until 1914. In 1914 the boys' school was separated and removed to a new site opposite the playgrounds of Van Cortlandt Park, where it now offers all the facilities of the boys' country day school to pupils in the last six years of college preparation. Ninety per cent of the pupils prepare for college and eighty per cent enter. Virgil Prettyman, A.B., Dickinson '92, A.M., '95, Ph.D., '05, has been the principal since 1895.

Massee Country School, Lawrence Park, Bronxville, is a boarding school with a department for day pupils, conducted on the country day plan. Dr. W. Wellington Massee, A.M., Columbia; Ph.D., Christian Coll., has had long experience in tutoring boys of the leading New York families for college entrance examinations.

Riverdale Country School was opened ten years ago by Frank S. Hackett in response to the demand of New York families for a nearby

country day and boarding school. Following the country day school plan, which this school instituted in New York, the boy's whole day is utilized in school work and outdoor occupations. Pupils return home each night, or for week-ends, or remain at the school continuously. The patronage is chiefly from Greater New York, Yonkers, and vicinity. An attractive new school building will be occupied in the fall of 1917. Howell North White, assistant head master, has taught at the Hill School for eleven years. See p. 550.

The Kohut School for Boys is conducted on the plan of the country day and boarding schools, at Riverdale-on-Hudson. It was founded in 1908 by Dr. G. A. Kohut, succeeding a school of long standing and is now conducted by Harry J. Kugel, A.B., Yale, and Henry Friedrich, A.B., N.Y.U. It draws its patronage from the Jewish families of New York City and its suburbs.

Heathcote School, founded at Harrison in Westchester County in 1901 by Arthur De Lancey Ayrault, A.B., Columbia, is a large school for young boys having a resident department of twenty-five.

The Harvey School, Hawthorne, is a special school for special boys founded by Dr. Herbert S. Carter of New York for the purpose of taking care of boys who through heart trouble or other physical disability were unable to attend a large preparatory school. Admirable results in scholastic work are accomplished.

Kyle School, Irvington-on-Hudson, maintained by Dr. Kyle since 1890, is a small semi-military boarding school for boys of all ages. The school also conducts a camp in the Catskills.

The Holbrook School, founded at Ossining, in 1866 by the Rev. David A. Holbrook, Ph.D., has remained continuously in the Holbrook family and is today being conducted by Dr. Holbrook's sons and grandson. Dr. Holbrook was especially fitted to win the confidence and affection of boys, and the school attained an acknowledged position among the secondary institutions of its section largely as the result of his personality. Dr. Holbrook's sons have since his death in 1898 continued the administration of their father and in 1907 a grandson became associate head master. The wives of the principals play an important part in the social life of the school.

The Stone School, Cornwall-on-Hudson, is a home school for young boys, established in 1867 and from 1887 to 1916 under the control of the Rev. Carlos H. Stone. Five years ago Alvan E. Duerr, A.B., Williams '93, became associate head master and now that Dr. Stone has withdrawn has taken over the school. Mr. Duerr had had a broad experience in secondary schools at Exeter, Penn Charter, and Brooklyn Polytechnic, and brought to the school enthusiasm for his profession. He is a progressive Episcopalian much interested in settlement work and has been both president of the School Masters' Association and secretary of the Head Masters' Association. Mr. Duerr is opening new educational possibilities to increase the boys' individual efficiency by discovering with the aid of modern medical science the physical cause for mental inefficiency. The school recognizes the genuine educational value of the Boy Scout movement, and its location on a spur of Storm King Mountain affords opportunity for the teaching of woodcraft and

weekly hikes. The boys come largely from New York, though a considerable proportion are from widespread regions. See p. 551.

The Hackley School, Tarrytown-on Hudson, founded under Unitarian influence and generously endowed by Mrs. Caleb Brewster Hackley, is administered by a board of trustees. Opened in 1899 with the Rev. Theodore C. Williams as head master there were frequent changes in the management, until in 1908 Walter Boutwell Gage, Exeter, and A.B., Harvard '94, who had been an instructor in the school since 1900, became head master. Mr. Gage is a man of vigorous personality and democratic ideals, open-minded to educational advance, enthusiastic, and devoted to the school. During his régime the school has prospered. It is distinctly a college preparatory school drawing boys from well-to-do families of the northern states, but funds are available for the assistance of boys of inadequate means. The lower school, about half a mile distant, is a separate institution though under the same administration.

The Irving School, Tarrytown, was established in 1837 and has for the last twenty-three years been owned and operated by John M. Furman, A.B., Union Coll. '80, A.M., '92.

Repton School for Young Boys, Tarrytown, was opened in 1906 under the management of O. C. Roach and Mrs. L. M. Henly, on a part of the old Gould estate. Mr. Roach is an Englishman of quiet but definite personality with the ideals of the modern English school. Boys are accepted as young as seven and are prepared for secondary schools.

Pawling School was established by Frederick L. Gamage under conditions which assured its success from the start. Dr. Gamage, A.B., Brown '82; D.C.L., Hobart '98, had for fourteen years been head master of St. Paul's School, L.I. In 1907 he withdrew with many of the faculty, some of whom still remain with him, and established at Pawling a new school which opened the first year with eighty-five of his former pupils. As a memorial to his son who had died while a pupil of Dr. Gamage's at St. Paul's, George B. Cluett established the Cluett foundation which made possible the new buildings. The confidence felt in Dr. Gamage by his patrons has resulted in further generous gifts and endowments. The boys come largely from New York and adjacent states. See p. 552.

The Raymond Riordon School opened in 1914 at Chodikee Lake in the Southern Catskills, Highland. Mr. Riordon, late of Interlaken School, attempts to get away from the formalism of the traditional school, to utilize the arts and crafts, and to stimulate constructive activity without essential neglect of academic instruction or college preparation. Lessons, industrial activities, and play are all conducted as much as possible in the open air.

Hoosac School, on the edge of the Berkshires, is closely associated with the Episcopal Church, its whole order being regulated and influenced by religious teaching. It was incorporated under a board of trustees in 1903 and the Rev. Edward D. Tibbits is the rector.

Berkshire Industrial Farm School, Canaan, is a non-sectarian, national training school for unruly and delinquent boys, founded in 1886 by Mr. and Mrs. Frederick Gordon Burnham. It is presided over by Edmund B. Hilliard, Harvard '99, formerly a master at

Groton, who revolting at the larger preparatory school work finds absorbing interest in his present mission. The boys come from the courts and reformatories. Mr. Hilliard remarks that "It takes a pretty bright boy to be known as a bad boy; it takes a boy of imagination to invent anything dangerous or daring." He is not interested in their past but in their future, and maintains a delightful and stimulating atmosphere.

Christ Church School, Kingston-on-Hudson, is an Anglican residential school for young boys. It was established as a day school in 1910 by its present rector, the Rev. J. Morris Coerr, and the principal, Miss M. F. Elder.

Albany Academy, founded in 1813, has in the last twenty-six years prepared over three hundred boys for the leading colleges and scientific schools. Henry P. Warren has been the principal since 1887. The attendance is almost wholly local. Military drill is required of all and a cavalry troop is maintained.

La Salle Institute, Troy, conducted by the Brothers of the Christian Schools, was founded in 1853 and incorporated in 1891. Though Roman Catholic, it receives both Protestant and Catholic students. In addition to the usual studies, commercial subjects and military drill are features of the school.

Woodland School for Boys, Phoenicia, established four years ago by Erwin Spink, is a home school characterized by a wholesome outdoor life. There are twenty-five boys from New York State.

Mackenzie School, Monroe, Orange County, was established by the Rev. James Cameron Mackenzie in 1901. Dr. Mackenzie was born in Scotland but educated at Phillips Exeter, Lafayette College, and Princeton Theological Seminary. In 1882 he reorganized the Lawrenceville School and administered it for eighteen years, resigning in 1899 to organize the Tome School. In 1901, with the financial assistance of J. Scott McComb and other friends of the school, he established the present school at Dobbs Ferry. In 1914 to provide for a larger growth the school was removed to Monroe, in the Ramapo region of Orange County, forty-eight miles from New York City. The enrollment is representative of the whole country. There is a junior department and a summer quarter.

The Mountain School, at Allaben in the Catskills, is an open-air school for fifty boys established in 1908 by Dr. Elias G. Brown, A.B., M.D., Columbia Univ.

The Adirondack-Florida School, founded in 1903 by the late Paul C. Ransom, inaugurated the plan of spending the spring and fall in the Adirondacks and the winter months in Florida. For six preceding winters Mr. Ransom had taken a group of boys to the present winter home, Cocoanut Grove, five miles south of Miami, Fla. The fall and spring terms are on Rainbow Lake, Post Office Onchiota, Franklin Co., N.Y. It is a successful tutoring school accommodating twenty-five pupils. Upon the death of Mr. Ransom in 1907 L. H. Somers, A.B., Yale, became the head master.

The Lake Placid School was established in 1905 on a similar plan by John M. Hopkins, A.B., who had formerly been a teacher in the Hill and Adirondack-Florida Schools. The school spends the spring and autumn on Mirror Lake, Lake Placid, the winter at

Cocoanut Grove on the Biscayne Bay, Florida. The school has been remarkably successful not only in the records of its boys in entrance examinations but in their after careers in college. The number is limited to forty, the number of single rooms available. See p. 562.

Cascadilla School, Ithaca, was founded in 1870 by Prof. Lucien A. Wait, of Cornell, to afford special instruction for boys preparing for that college. From 1893 to 1914 Charles V. Parsell, A.M., St. Lawrence Univ. '81, was in control. He was succeeded by W. D. Funkhouser, A.B., Wabash; A.M., Cornell.

Somes School, maintained by Albert Somes, A.B., Bowdoin, at Aurora, receives boys as young as eight years, and fits them for the secondary schools. The pupils are drawn for the most part from the central part of New York State, where the school has an established reputation, and they are under the constant personal care of both Mr. and Mrs. Somes.

Nichols School, Amherst & Colvin Streets, Buffalo, a country day school for boys of Buffalo and vicinity founded in 1892 by the late William Nichols, was incorporated 1909 and moved to its present site, where it offers all the opportunities, outdoors and in, for its all-day work. The school has in seven years increased from twenty to one hundred and thirty, and in four years has sent eighty-five boys to college.

NEW JERSEY

Stevens School, Hoboken, the academic department of the Stevens Institute of Technology, is preparatory for that institution. An earlier existing school was reorganized and taken over by the trustees in 1870. It is a day school enrolling over three hundred students, chiefly from the vicinity of New York City. Frank L. Sevenoak, A.M., Princeton; M.D., College of Physicians and Surgeons, Columbia, is the principal, and the Rev. Edward Wall, A.M., has been the principal emeritus since 1907.

Newman School, Hackensack, draws its sixty pupils from the Roman Catholic families of wealth in all parts of the United States. It was established in 1900 under the patronage of the Archbishop of New York. Upon the resignation of Dr. Locke, its founder and head master for fifteen years, the Very Rev. S. W. Fay, S.T.D., became rector, and C. E. Delbos, formerly of Sedbergh School, England, became head master. There are separate homes for boys of various ages. See p. 555.

Montclair Academy embodies the educational ideals and methods of J. G. MacVicar, A.M., Ypsilanti State Normal School '81, the present head master, under whose management the school was established twenty-six years ago. A steady growth in local patronage has marked the school's career. The fact that several of the faculty have been with Mr. MacVicar during the greater portion of the life of the school has greatly assisted him in developing his methods, and has given the school a better defined personality than is commonly found in young institutions.

Kingsley School, Essex Fells, was established in 1900 by James R. Campbell, A.M., Coe. Mr. Campbell's undergraduate education

was received in Edinburgh and the Stevens School. He has had a broad educational experience as a teacher in secondary work in Stevens School, Pratt Institute, and Tome Institute, and in college work at both Coe and Rutgers. It is a college preparatory school for sixty boys. The patronage is largely from New York and New Jersey with a number from more widespread regions. See p. 548.

Newark Academy, founded in 1792 by gifts of citizens of Newark, is an endowed day school for boys, offering instruction from primary up to college. Samuel A. Farrand, for forty years head master from 1859, was one of America's great masters of a profession, and in his long régime greatly strengthened the school. In 1901 he was succeeded by his son, Wilson Farrand, A.B., Princeton '86, A.M., '89. The patronage is largely from Newark and the surrounding towns, including the Oranges.

Carteret Academy, Orange, stands on land originally granted to Sir George Carteret. It was established in 1901 by Dr. David A. Kennedy and Charles A. Mead, A.B., Yale, who in their long connection with the till then coeducational Dearborn-Morgan School saw the need for a boys' school in the community. With the encouragement and financial assistance of public-spirited citizens of the Oranges a corporation was formed. In 1906 Dr. Kennedy resigned. An elementary department was added four years ago so that now the school includes ten forms.

Summit Academy, twenty-one miles from New York City, may be said to have begun in 1885 when the school came under the charge of the present principal, James Heard, A.M., Columbia. In 1895 its location was changed and the former military system abandoned. It is a small day school but resident pupils not exceeding eight are received in the family of the principal.

Carlton Academy, Summit, conducted for the past ten years by Charles H. Schultz, has recently come under the direction of the Rev. James F. Newcomb. It offers college preparatory and business courses to boarding and day pupils. The aim is to train boys in the Roman Catholic faith, to give them individual attention in their studies, with home care for the younger boys.

Pingry School is a day school at Elizabeth, founded in 1861 by the Rev. John F. Pingry, Ph.D., one of the great teachers of his day. It continued under his direction until 1892 when it was incorporated. It has not outgrown the possibility of small classes, and boys are thoroughly prepared for the leading colleges. Walter R. Marsh, for seven years head master, was succeeded in 1907 by S. Archibald Smith, who resigned in 1915, and was succeeded by David Magie, Jr., formerly assistant head master of Newark Academy.

The Wardlaw School, Plainfield, succeeding Mr. Leal's School for Boys in 1916, is an incorporated day school maintained by Charles D. Wardlaw, A.B., who was long associated with the preceding school. Seventy-five boys are cared for throughout the day.

Morristown School, thirty miles from New York City among the hills of northern New Jersey, was founded in 1898 by Francis Call Woodman, A.B., the present head master, Arthur Pierce Butler, and Thomas Quincy Brown, Jr., associate principals, all Harvard '88. It is a college preparatory school for a hundred boarding and day

pupils and a recently developed separate department for younger boys. Mr. Woodman is forward-looking and his influence is progressive. The boy is regarded of greater importance than the subject, and the teaching attempts to develop interest in studies and to relate them to future activities. The school is democratic in its freedom in religious matters and in its system of self-government which has been evolved. Through a committee of seven boys, elected by the students, the school is governed in virtually all its activities.

Morris Academy was founded in Morristown in 1791 by citizens of the town as a classical day school for boys. In 1899 the school was reorganized by the present principal, Harry W. Landfear, who has degrees from Amherst and Yale. In a recent year eight boys entered Princeton and Harvard with more than usual success.

Blair Academy, Blairstown, was founded and liberally endowed in 1848 by John I. Blair under Presbyterian influences and was long known as Blair Presbyterian Academy. The school, long coeducational, in 1915 became exclusively a boys' school. The Rev. John C. Sharpe, A.B., Univ. of Wooster '83, A.M., '87, D.D., LL.D., principal since 1898, has had a long educational experience and was for fourteen years previously connected with Shady Side Academy, Pittsburgh.

Rutgers Preparatory School, New Brunswick, was established in 1766, the same year as the college which was then known as Queen's. Originally known as "The Grammar School" it has always been preparatory to that college, but in recent years an increasing number of its pupils have gone to other institutions. William P. Kelly, a graduate of Dartmouth, became head master in 1911 after successful experience in the public and private schools of New England. Mrs. Kelly is house mother.

The Lawrenceville School, now in its 108th year, is essentially young. The present school on the John C. Green Foundation was chartered in 1881. It was a reorganization of an earlier school established in 1810 by Isaac Brown, a Presbyterian clergyman. From 1839 to 1878 under the management of the Revs. Samuel and Hugh Hamill, it prospered as the Lawrenceville Classical and Commercial High School and during that time enrolled 2500 pupils. John C. Green, who had been one of the original pupils, amassed a fortune in the China trade, and leaving it without restrictions, his executors determined upon the establishment of an endowed preparatory school for boys. They purchased the Lawrenceville School and Dr. James Cameron Mackenzie, appointed head master, organized the new school, which reopened in 1884.

Dr. Mackenzie proved himself an organizer of no ordinary ability and gave to Lawrenceville its present characteristic policy. During his administration and that of Charles Ewing Green, the sole surviving residuary legatee and President of the Board of Trustees, the school greatly prospered. He introduced the English "house" system, then a novel feature in American schools, which has since been widely copied by other American private schools. The boys below the upper form occupy separate houses, each presided over by a master and his wife, assisted by an unmarried master. Every house is a home unit, and there are inter-house instead of inter-

class contests in athletics. The effect of this system has been to preserve and foster individuality, a problem difficult to attain otherwise in an institution containing four hundred pupils. In the "Upper House," for the boys of the Fifth form, there is more personal freedom than in the masters' houses; the discipline is largely in the hands of the boys, in order that they may the better prepare themselves for the greater freedom of college life.

Lawrenceville is today one of the larger popular preparatory schools of the country, attracting four hundred boys, largely of the "second generation," from all parts of the country. Financial aid is extended to a few boys, but the names of these are not divulged. The school though non-sectarian has Presbyterian traditions, which, together with proximity, incline forty per cent of the students to choose Princeton as their university. The atmosphere is intensely American, and to the boy of character and independence of spirit, Lawrenceville offers an opportunity to work out his salvation along lines much as in the outside world.

Boy life at Lawrenceville, more than at any other American school, has some of the features of the life at the great English public schools. It has developed a local vocabulary and evolved time-honored customs. The picturesque side of Lawrenceville life has been portrayed in numerous stories by its best-known literary alumnus.

Henry W. Green, grand-nephew of the founder and President of the Board of Trustees, is devoted to the school's interests. The Rev. Simon John McPherson has for nineteen years as head master successfully administered the school and surrounded himself with a strong staff of instructors. See p. 553.

Princeton Preparatory School has for forty years had great success in preparing boys for the universities, particularly Princeton. John B. Fine, A.B., Princeton, is the head master. There are over sixty boys in attendance coming from all over the country.

The Princeton Summer School, now in its twenty-fifth year, has since 1906 been conducted by C. R. Morey, A. M. Hildebeitel, and H. D. Austin with a permanent staff of experienced tutors. Over eight hundred and forty boys have been prepared for Princeton, of whom only thirty-four have failed to enter.

The Pennington School, eight miles from Trenton, recently celebrated its Diamond Jubilee. The school was established by the Methodist Conference and through the efforts of the Rev. John Knox Shaw, who raised a large fund, was located at Pennington. It is a moderate-priced boys' preparatory school. Most of the boys come from New York and New Jersey. There are eight thousand living alumni many of whom have distinguished themselves in public life. Frank MacDaniel, A.B., A.M., D.D., Dickinson; B.D., Drew Theol. Sem., is a capable head master.

The Peddie Institute, Hightstown, midway between New York and Philadelphia, began as early as 1864, but in 1879 was endowed and chartered under its present name in honor of its benefactor, the Hon. Thomas B. Peddie. In 1898 Roger W. Swetland, M.E., Pa. State Normal School; A.M., Univ. of Rochester, became head master and under his able administration it has greatly prospered. Its endowments make possible an efficient faculty and thorough

instruction at moderate cost. In 1908 it was made a school for boys exclusively and since then its attendance has increased from eighty to three hundred and fifty boys who come mostly from New York and New Jersey while representing thirty other states. Ninety per cent of the graduates yearly enter such colleges as Princeton, Yale, Harvard, Cornell, and Brown. See p. 554.

Lakewood School, Lakewood. Elmer E. Wentworth, A.B., A.M., Harvard, accepts six boys in his family for college tutoring.

Pine Lodge, Lakewood. Frank L. Olmsted has for thirteen years taken into his family ten boys, giving them a broad training and simple life, a minimum of formal lessons, a good deal of play-acting and woodcraft,—a sort of laboratory course in education.

PENNSYLVANIA

PHILADELPHIA

The William Penn Charter School was opened in 1689, as the result of an intention which Governor Penn had declared previously. It received three Charters from William Penn, the first in 1701 of the same date (October 25, 1701) as the Charter of Philadelphia, the second in 1708 and the third and final one in 1711. The school is still conducted under the Charter of 1711. This Charter provided for "the good education of youth and their early instruction in the principles of true religion and virtue, qualifying them to serve their Country and themselves, by breeding them in reading, writing, and learning of languages and useful arts and sciences, suitable to their age, sex, and degree."

For the first few years the school was under the joint control of the Meeting and the Board, but this plan of conducting the school proving unsatisfactory, Penn, then in England, determined to place the management of the school upon an independent basis under the sole control of a self-perpetuating body of fifteen men. Hence the Charter of 1711.

It is a city day school for boys with an attendance of three hundred and fifty from the substantial families of Philadelphia. A high standard of academic work has long been maintained through the nine-year college preparatory course.

Richard Mott Jones, LL.D., Haverford and the Univ. of Penn., a member of the Society of Friends, has since 1875 been head master. Under the control of his dominating personality the school has prospered and enrolls and prepares for college an increasing number of boys from year to year.

The Academy of the Protestant Episcopal Church, Locust and Juniper Sts., a day school locally known as The Episcopal Academy, was founded in 1785. The De Lancey School, with which the Blight School four years previously had been merged, was in 1915 consolidated with it, Coleman P. Brown, the former head master, becoming a trustee and most of the masters and boys joining the academy. On the resignation of Dr. Wm. H. Klapp, who had been on the staff of the academy since 1871, the Rev. Philip J. Steinmetz, Jr., A.B., Harvard '01, was elected head master.

Brown Preparatory School, Broad & Cherry Sts., was established over forty years ago by Alonzo Brown, a graduate of Hav-

erford College. His brother, George J. Brown, has been associated with him for more than a quarter of a century.

Mahe Preparatory School, 837 Witherspoon Bldg., established by John F. Maher in 1903, is a small tutoring school offering courses preparatory to medicine, dentistry, and pharmacy.

The Spiers Junior School, Devon, was opened in 1914 by Mark H. C. Spiers, a graduate of Haverford, who had for five years previously been a teacher in the William Penn Charter School. It is a junior school for boys between eight and fifteen years of age accommodating a limited number of boarders, and the work prepares for leading secondary schools.

St. Luke's School, Wayne, is an Episcopal school which had its beginnings in 1863 as the "Ury House School." Charles Henry Strout, A.B., Dartmouth '80, A.M., '83, came to the school as a teacher of mathematics in 1880 and in 1884 became head master and reorganized the school under its present name. In 1902 the school was removed to its present site in the open country, fourteen miles from Philadelphia. For thirty-three years the school has revolved around Mr. Strout's dominating personality and he has shown himself most successful in handling men and dealing with boys. In 1917 the Cedarcroft School of Philadelphia was absorbed and its former head master, Jesse Evans Philips, is now associated with St. Luke's. See p. 556.

The Haverford School, nine miles west of Philadelphia, combines the advantages of the country day and boarding school. Its aim is distinctively college preparatory. Founded in 1884, under the auspices of Haverford College, it later became an independent organization and is non-denominational. The President of Haverford College is, however, still president of the advisory board of the school. The school is in a quiet, dignified environment, a quarter of a mile from the College. Its graduates number more than four hundred, nearly all of whom have entered colleges and universities of the East. The head master, Edwin M. Wilson, A.B., Guilford Coll. '92; A.M., Haverford Coll. '94, has been connected with the school since 1895.

Chestnut Hill Academy, one mile south of Chestnut Hill, a northern suburb of Philadelphia, was chartered in 1861 under Episcopalian influence and the Bishop of Pennsylvania is president of the board of trustees. James L. Patterson, Ph.B., Lafayette '77, previously an instructor in Hill and Lawrenceville Schools, has been head master since 1897. It is a boarding and day preparatory school for boys with a large local patronage. The day pupils have all the advantages of the modern country day school.

Montgomery School, Wynnewood, is a country day school providing instruction for boys from seven years old upward opened in 1915 by the Rev. Gibson Bell, A.B., Harvard; B.D., Cambridge Theol. Sch., formerly head master of St. Stephen's School, Colorado Springs, and master at St. Paul's, Concord, N.H.

Germantown Academy, founded by the citizens of Germantown in 1760, is a day school under the control of a board of trustees chiefly residents of that aristocratic suburb of Philadelphia. It possesses perhaps the oldest school building in the country which has been

devoted continuously to secondary education, and has been endowed by legislative act and by individual contributions. Samuel E. Osbourn succeeded William Kershaw as head master in 1915.

Swarthmore Preparatory School, Swarthmore, was founded in 1892 and is owned by Arthur H. Tomlinson, the present head master, a member of the Hicksite branch of the Society of Friends. Formerly coeducational, it has recently followed the trend of the times and become exclusively a preparatory school for boys. Mr. Tomlinson gives the school a conscientious capable administration. The proximity to Swarthmore College offers many advantages.

Yeates School, Lancaster, was founded by the Rev. Dr. Coit, afterward the first rector of St. Paul's School, Concord, N.H. This is a Church school endowed in 1857 by Miss Catherine Yeates in memory of her father, the Hon. Jasper Yeates, Judge of the Supreme Court. In 1915 J. H. Schwacke succeeded the Rev. Frederic Gardiner, head master since 1899.

Franklin and Marshall Academy, Lancaster, had its beginnings as the preparatory department of Franklin College founded in 1787. It was the result of a plan for an academy, first proposed by Benjamin Franklin as early as 1743. In 1872, nineteen years after the merger of Marshall and Franklin Colleges, the preparatory department became a separate institution. The ownership and administration of the academy are vested in the board of trustees of the college, but the school has its own management, faculty, buildings, equipment, and life apart from the college. While sufficiently removed from the college to avoid too intimate intercourse its proximity secures the students many advantages. The four-year college preparatory course is attended by about two hundred students chiefly from Pennsylvania. The principals, Thaddeus G. Helm and Edwin M. Hartman, are both graduates of the college. The former has been connected with the academy for more than twenty years and has been principal since 1897.

The Hill School, Pottstown, has long been regarded by many discriminating parents as the best preparatory school in the country, and because of this it has grown perhaps too large to justify the superlative. Established by the Rev. Matthew Meigs in 1851 it prospered under its founder but owes its great success to the executive capacity of his son, Dr. John Meigs, who reorganized the school in 1876, and to whose genius it remains a lasting monument. An eye for results and a passion for thoroughness characterized his management and resulted in the system which remains intact today. John Meigs is to be numbered among the few great American head masters. After his death in 1911 Dr. Rolfe became head of the school. In 1915 Dwight R. Meigs became head master and gives evidence that he inherits his father's executive ability. Under the third generation there has been an energetic tightening-up and the veterans of the faculty feel there is more of the spirit of the old days.

The school has no endowments and does not attract attention by the unusual or by special emphasis on any phase of its life or work. As one of its friends rather bluntly put it, "It is neither the fad of any social set, nor the pet of any religious denomination." The standard

of work is such that "The Hill School masters good-humoredly sigh now and then at the pace they have to keep, but it is a matter of record that few Hill graduates fail to pass their college entrance examinations." They are unusually successful, too, among college undergraduates.

Hill is proud of her boys and the families from whom they come. Thirty-nine pages out of the sixty-two page catalog are given over to the lists of boys, the alumni association, and past patrons who represent wealth, intellect, and social prominence in all parts of the country. Hill boys are proud of their school, too, and all applicants for admission must furnish references to or endorsement by old boys or their parents.

Mrs. John Meigs, familiarly and affectionately known as "Mrs. John," has played a most important part in the upbuilding of Hill. A woman of strong personality and deep religious feeling, she is in personal touch with the boys of the school. "Mrs. Meigs came to the school as a bride," as Arthur Ruhl says, "and she has grown up a part of that little court-year life. At twelve each morning when the boys are nibbling sandwiches, the masters drift into her cheerful drawing-room for tea and coffee and some of her famous cinnamon buns. Here, too, after the game with Hotchkiss, I watched the football team, looking absurdly small and boyish in their everyday clothes, learning manners and being fed with tea and cakes and tactful praise. And the discussions about their future which these young men have with Mrs. Meigs in the 'sky parlor' are matters of daily school life." See p. 545.

Allentown Preparatory School, formerly the academic department of the Lutheran Muhlenberg College, became a separate institution in 1904 under its present name. It is a preparatory boarding and day school for boys who come chiefly from the region round about and some who come from foreign countries under missionary influences. Most of the two hundred graduates of the past ten years have entered the Pennsylvania colleges. In 1915 the school opened with an entirely new equipment. Frank G. Sigman, principal since 1913, has recently been succeeded by W. H. Reese.

Bethlehem Preparatory School, in the Lehigh valley fifty-seven miles from Philadelphia, was established in 1878. Though under Episcopalian auspices it is not rigidly sectarian. In 1915 J. M. Tuggey succeeded H. E. Foering, who had been head master for nineteen years. The school accommodates about seventy-five boarding students and an equal number are drawn as day pupils from nearby towns. Over fourteen hundred graduates have entered college from this school.

Nazareth Hall was first opened by the Moravian Church in 1759 at Nazareth as a boarding school for the youth of that denomination, but its history reaches back even further. The first building was erected in 1755 as a Manor House for the Silesian Count Zinzendorf. Fifteen years before that the Methodist preacher, Whitefield, then at the zenith of his activity, had projected a boys' school on this site. The estate had originally been granted by William Penn in 1682 to his daughter, Letitia, as the barony of Nazareth, on the condition of rendering service to him and his heirs forever by paying,

if demanded, a red rose in June of each year. At first the language was German but English soon took the first place. "The institution became widely known for the excellence of its instruction and discipline. Pupils came from neighboring states, from Europe, and in considerable numbers from the West Indies. In the first twenty-five years of the school's existence two hundred and ninety-five boys were entered, eighty-three of whom were Moravians."

With a brief interregnum during the American Revolution the school has continued under Moravian auspices for more than a century and a half. During the Civil War military discipline was established and has since been continued as part of the school life. Two hundred and six of the school's graduates served in the Civil War. The school today draws largely locally and prepares chiefly for Lafayette, Lehigh, and Bethlehem. Though still under the control of the Moravian Church the school is non-sectarian. The head master is Rev. F. E. Grunert.

Hillman Academy, Wilkes Barre, established in 1878 as Wilkes Barre Academy, has since 1883 borne its present name in memory of an old student. In 1914 it was reorganized along modern lines. Frederick H. Somerville, who was then appointed head master, had previous experience at the Lawrenceville and William Penn Charter Schools. Since that time the school has prospered.

Harrisburg Academy dates from 1784 when, immediately after the founding of the town, John Harris and other citizens subscribed for an academy where "English and German should be taught." Incorporated in 1809 it has since been governed by a board of trustees. The growth of the city has six times necessitated the removal of the school. Originally the old type of coeducational academy, it has become exclusively a boys' college preparatory school with a dormitory for resident pupils. Arthur E. Brown is the head master.

Conway Hall, Carlisle, is a boarding and day preparatory school which had its beginnings in 1783 as the "Grammar School" in connection with Dickinson College. Since its reorganization in 1877 it has received numerous gifts and endowments. Andrew Carnegie gave money for a new building and at his request the school was renamed in honor of the distinguished traveler and writer, Moncure D. Conway, an alumnus of the class of '49. The president of the board of trustees is the president of Dickinson College.

The Mercersburg Academy, dating from 1836, remained a purely local institution until the present head master, Dr. William M. Irvine, took charge in 1893. Dr. Irvine was educated at Phillips Exeter and Princeton and afterward made a special study of such English "public schools" as Rugby, Eton, and Harrow. He has organized Mercersburg following the best traditions of Exeter and incorporating some of the features of the English schools. Under the vigorous and able administration of Dr. Irvine the school has grown to an almost national patronage. Each year the academy sends more than one hundred boys to college, and during Dr. Irvine's administration Mercersburg boys have entered ninety-five different colleges and universities in this and other lands. A notable innovation is a modification of the Princeton preceptorial system. Five college men have recently been engaged who hold no formal classes but

assist the laggards to keep up in their work. There is a rugged vitality about Mercersburg, and the atmosphere of the school remains intensely democratic.

Bellefonte Academy, Bellefonte, was organized and incorporated by the legislature in 1805. The academy has steadily grown. The Rev. James Potter Hughes, the head of the academy for forty-five years, was succeeded in 1900 by his son, James R. Hughes.

Kiskiminetas Springs School, Saltsburg, fifty miles east of Pittsburgh, is a boarding and day preparatory school that has had twenty-seven years of uninterrupted growth. It draws nearly two hundred students not only locally but from the surrounding states. The school is under the direction of A. W. Wilson, Jr.

Shady Side Academy is a prosperous and growing day preparatory school for boys patronized by the leading families of Pittsburgh. It had its inception in a private school established in Allegheny as early as 1881 by the late Dr. W. R. Crabbe. Two years later the rapid growth and evident promise of the school induced the patrons to transfer the school to a more central location in Shady Side, Pittsburgh. The school is administered by a board of trustees and prominent citizens of Pittsburgh are members of its alumni association. Luther B. Adams, A.B., formerly vice-principal of Peddie Institute, is principal.

George H. Thurston School, Pittsburgh, was established in 1908 by Alice M. Thurston, founder and principal of the Thurston Preparatory School for Girls. It is a small but growing day school. In 1915 it came under the able supervision of Charles W. Wilder, A.M., whose sound educational ideals and advanced methods have given the school a greatly improved standing.

MARYLAND

Boys' Latin School, 1020 Brevard, Baltimore, is a thorough college preparatory school attended by upward of ninety boys and has a large elementary department. James A. Dunham is the principal.

Mt. Vernon Collegiate Institute, 210 W. Madison St., Baltimore, was established in 1884 by Dr. E. Deichmann, and was long known as the Deichmann College Preparatory School. Four years ago it was reorganized under its present name. It is essentially a tutoring school preparing boys for Johns Hopkins and other universities and professional schools. It is under the scholarly management of Dr. Wyllys Rede.

Mount St. Joseph's College, Folk Ave., Baltimore, on the western outskirts of the city, is a boarding and day school established in 1876 by the Xaverian Brothers, an order devoted to teaching.

The University School for Boys, 1901 N. Charles St., Baltimore, has been maintained since 1880 by W. S. Marston, and with him is now associated his son, W. W. Marston, as junior principal. The school in its long career has enrolled five hundred and twenty-four pupils. It is a day school with accommodation for a few resident pupils in the home of the principal.

The Jefferson School for Boys maintained as a Baltimore day school by William Tappan for twelve years has, following the coun-

try day school movement, recently moved to a country site in the northwestern section of the city.

Calvert School, 2 Chase St., Baltimore, for boys and girls from six to twelve years of age, was founded in 1897 by prominent public-spirited citizens anxious to provide the best modern scientific methods of education for young children. It is administered by a board of trustees, whose members represent the wealth and intellect of Baltimore. Virgil M. Hillyer, a Harvard man, has been head master since 1899. The Home Instruction Department instructs parents by correspondence how to educate their young children at home with competent supervision.

Milton Academy, 310 W. Hoffman St., Baltimore's oldest private school, was established in 1847 and has had some prominent alumni. It is a day school with night sessions and a summer term, preparing for college, business, and civil service examinations.

The Gilman Country School, Roland Park, Baltimore, was the first country day school, a notable development in American education, and owes its initiation to Mrs. Francis K. Carey and others who enthused the interest of leading citizens of Baltimore, including the late President Daniel Coit Gilman, and formed a committee which in 1897 incorporated "The Country School for Boys of Baltimore City." In 1911 the school was moved to Roland Park, and the school was renamed in honor of the former President of Johns Hopkins. The boarding department has gradually been emphasized and has proved a cosmopolitan educational influence for the southern middle states. One third of the pupils are now boarding pupils and two thirds of them enter Princeton. Frank Woodworth Pine, A.B., Univ. of Mich. '94; A.M., N.Y. Univ. '97, who for fifteen years had been head of the English department at the Hill School, became head master in 1912. Under his conscientious and capable leadership with the undivided support of the trustees the school has taken a high scholastic standing and its graduates have achieved an unusual degree of success in the college board examinations. The school has the patronage and support of the foremost families of Baltimore.

McDonogh School, McDonogh, is an endowed farm and industrial school, one of the best in the country. Morgan H. Bowman, Yale, long a moral force at the Hill School, became head master in 1915 and is very much on the job.

The Tome School, Port Deposit, was chartered in 1889 as "The Jacob Tome Institute." For three quarters of a century Jacob Tome had been a resident of Port Deposit and had acquired a great fortune in business and banking. On his death in 1898 he had left an endowment of two and a half million dollars. His intention was that the Institute should offer complete instruction from kindergarten through high school for both boys and girls. In 1898 the trustees decided to develop, in addition to the local schools, a boarding school for boys. A beautiful site on the palisades of the Susquehanna near the head of Chesapeake Bay was purchased, and with the assistance of the best architects and landscape and sanitary engineers the trustees created what is probably the finest secondary

school equipment in the world, expending a million and a half in carrying out their plans.

Dr. J. C. Mackenzie, who had organized Lawrenceville, came to the school and served for two years as director. A modified house system was adopted. In the four dormitories there is a house master on each floor. The younger boys live in a house of their own, and every boy has his individual room.

Thomas S. Baker, Ph.D., Johns Hopkins, has been the head of the school since 1909. The curriculum is unusually rich for a secondary school and the faculty of twenty-seven is in the proportion of one to every eleven of the three hundred boys enrolled.

These benefits attract serious minded boys from many States and make possible a high degree of individual instruction and an unusual thoroughness of scholastic work. See p. 556.

Mount St. Mary's College, Emmitsburg, founded in 1808, the second oldest Catholic collegiate institution, has a preparatory department attended by seventy boys from the eastern states.

St. James School, six miles from Hagerstown, in the Cumberland valley, is the diocesan school of Maryland. It was the first church school in America, the outcome of a plan conceived by the Rev. T. B. Lyman, rector of St. John's Church, Hagerstown, and immediately espoused by the Bishop of Maryland. Dr. William Augustus Muhlenberg, who had first introduced the English Episcopal school system at Flushing, L.I., sent his chief assistant, Rev. J. B. Kerfoot, to be the first head master, and here, too, another pupil of Muhlenberg's, Dr. Henry Augustus Coit, taught until he was called to organize St. Paul's of Concord, N.H. In 1844 the school was chartered as the "College of St. James." Closed during the war, it reopened in 1869 under Henry Onderdonk, who continued head master until 1896. In 1903 he was succeeded by his son, Adrian H. Onderdonk, and the name was changed to St. James School. Mr. Onderdonk is a man's man, a strong and lovable personality, and a great teacher. A hero to his boys he instills them with the spirit of courtesy and of service. He intimates rather than requires what a boy is to do. Were he stronger on business administration he would undoubtedly occupy a larger position in the educational world. It is a small school of forty to fifty boys largely from Maryland and neighboring states. The personnel is of the best and "home life" and "individual attention" and the "honor system" in this school are not empty phrases. See p. 557.

WASHINGTON, D.C.

Emerson Institute, 1740 P St., N.W., established in 1852 and named in honor of George B. Emerson, in recognition of his services to the cause of college education, is a day school with night classes attended by boys as young as seven.

Georgetown Preparatory School, 37th & O Sts., N.W., is affiliated with Georgetown College, one of the oldest Catholic colleges in this country under Jesuit control, established in 1789. The president of the college is the rector of the school. The preparatory school is for both boarding and day pupils. The classical high school course

follows conservative Jesuit lines and all the instructors are members of the Society of Jesus.

The Army and Navy Preparatory School, 4105 Connecticut Ave., was opened in 1901 by E. Swavely, formerly an instructor at Annapolis. It efficiently prepares boarding and day students for West Point and Annapolis.

St. Alban's, the National Cathedral School for Boys, established by the bequest in 1904 of Mrs. Harriet Lane Johnston, was opened in 1909. It accepts both day and boarding pupils and prepares boys for college, West Point, and Annapolis. Attendance has grown to over one hundred, two thirds of whom are from Washington. William Howell Church, A.B., A.M., Hamilton, was appointed head master in 1915.

SOUTHERN STATES

VIRGINIA

Stuyvesant School, Warrenton, fifty-six miles from Washington, was opened in 1912 by Edwin B. King, A.B., Yale '98, A.M., '08, a St. Mark's boy and a Yale graduate, for nine years a master at St. Mark's, and for three years head master of the Gilman Country School. The school offers individual attention and an unusually rich outdoor life. See p. 559.

Randolph-Macon Academy, Front Royal, in the heart of the Shenandoah Valley, was established in 1892 by the college of the same name and is administered by the board of trustees of the college. Charles L. Melton, A.M., is principal.

Randolph-Macon Academy, Bedford, is one of the two boys' preparatory schools maintained by the Randolph-Macon System as feeders to the college. E. Sumter Smith is the principal.

The Massanutten Academy, Woodstock, in the Shenandoah Valley, is a school for boys preparing for college or business. It was opened in 1900 and is under the control of a board of trustees. Since that time the school has been prosperous. The hundred boys come from widespread regions with the majority from Virginia. Howard J. Benchoff, A.B., Franklin and Marshall College; A.M., Columbia, who had ten years' previous experience in some of the foremost preparatory schools of the North, is the head master.

Woodberry Forest School, Woodberry Forest, in the Piedmont section of Virginia, is a college preparatory school, established in 1889 by the late Robert S. Walker, and now under the control of his son, J. Carter Walker, A.M. Mr. Walker, one of the most progressive head masters in the South, has done much to raise the standards of secondary instruction. He was president of the Association of Colleges and Secondary Schools of the Southern States in 1913-14. The school maintains a standard of college preparatory work equaled by few schools of the region. It accommodates over one hundred boarding pupils who come largely from the better class families of the southern states. The equipment is modern, attractive, and complete. The discipline and instruction are founded on the highest principles and carried out with sympathy and yet with firmness.

Cluster Springs Academy, Cluster Springs, in southern Virginia,

was founded in 1865. Though the students come largely from the surrounding region, many states and foreign countries are represented. Hampden Wilson has been principal since 1900.

The Danville School, established by William Holmes Davis in 1908, is a boarding school emphasizing preparatory work. Eighty-eight per cent of its graduates have entered colleges or universities. Mr. Davis had for eight years been in charge of Randolph-Macon Institute at Danville and superintendent of the public schools of the same city. His educational career in Virginia has been marked by continuous effort to raise the standards of the schools in Virginia and the South. His school has had a consistent and prosperous growth. The majority of the boys come from Virginia, but it is not a local school and will draw more and more widely as its merits become known.

McGuire's University School, opposite William Byrd Park, Richmond, was founded by the late John Peyton McGuire in 1865, who presided over it for forty-one years until his death in 1906. The school is continued by his son, J. P. McGuire, Jr., who was educated in the school and was for twelve years a teacher before he became principal in 1906. It is conducted on exactly the same lines as when it was first established, and is a prosperous example of the old-time day "fitting school" such as still survive in the South. There is a lower school which has its own staff of teachers. The school is patronized largely by the old families of Richmond and vicinity.

Richmond Academy, West Broad St., on the old Richmond College campus, established in 1902 by the authorities of Richmond College for which it is largely preparatory, is a day school with accommodations for a limited number of boarding pupils.

The Chamberlayne School, Richmond, offers to the people of that city the opportunities of a country day school. It was established in 1911 by Churchill G. Chamberlayne, A.B., Univ. of Va., and Ph.D., Halle, Germany, formerly of the Gilman Country School, Baltimore. In 1914 it was moved to Westhampton, a suburb of Richmond. There is dormitory accommodation for twenty-five resident pupils. In six years the school has grown from fifteen to more than one hundred.

The Episcopal High School, the diocesan boys' school for Virginia and West Virginia, was established near Alexandria in 1839. A. R. Hoxton was appointed principal in 1913 following the death of L. M. Blackford, who had been principal for more than thirty years. The school maintains a high standard in college preparatory work and enjoys an enviable reputation among the schools of this region.

NORTH CAROLINA

Trinity Park School, Durham, was established by the North Carolina Methodist Conference in 1898 as a preparatory department for the adjacent Trinity College. It provides a school of modern equipment and dormitories at low cost. F. S. Aldridge is head.

Marionfeld Open-air School for Boys, Samarcand, was opened in 1915 by Dr. C. Hanford Henderson, one of America's most inspiring educators. Dr. Henderson is well known for his work in the devel-

opment of the summer camp for boys. He further developed his ideas for several years in his open-air, simple-life school near Riverside, Cal. Marienfeld is small enough so that each boy may be sure of personal attention and a share of Dr. Henderson's inspiring personality. What his influence means may best be gathered from his recent book "What Is It To Be Educated?" It is part of Dr. Henderson's present comprehensive plan to open branch schools in Switzerland and the Far East. See p. 559.

Oak Ridge Institute, Oak Ridge, is an old-fashioned Southern school, dating from 1852. In its long history it has enrolled thousands from the Carolinas and the adjoining states. T. E. Whitaker is head master.

The Asheville School is in standards, faculty, and patronage a Northern school in the South. The climate affords splendid opportunity for year-round, vigorous, outdoor life. It is five miles from Asheville, on a seven-hundred-acre estate in the Blue Ridge Mountains. The principals, Newton M. Anderson, B.S., and Charles A. Mitchell, A.B., who were formerly for ten years principals of the University School in Cleveland, established it in 1900. In its brief career the school has prepared over a hundred and eighty boys for the leading universities and colleges of the North. Ninety-five per cent of the pupils come from the Middle West and the North. See p. 558.

Pinehurst School, Pinehurst, opened in 1915 by Eric Parson, formerly a master at Groton, is a small open-air school offering both elementary and college preparatory courses.

Blue Ridge School for Boys, Hendersonville, recently established by Joseph R. Sandifer, A.B., and H. G. Randolph, A.B., is a small school providing individual instruction at moderate cost.

The Fleet School, opened by John S. Fleet in 1914, is located on Highland Lake, twenty-one miles from Asheville, two thousand feet above the sea. Mr. Fleet, formerly of Culver Military Academy and the Peacock-Fleet School, Atlanta, recognizes the educational value of the Boy Scout movement and makes it the basis of discipline and recreation and the point of contact between boy and teacher.

The Collegiate Institute, Mount Pleasant, has been maintained by the Synod of the Evangelical Lutheran Church since 1854 as a boarding school. G. F. McAllister has been co-principal since 1903 and principal since 1909.

SOUTH CAROLINA

The University School, 29 Legare St., Charleston, is a college preparatory boarding and day school, since 1914 owned and conducted by Edward F. Mayberry, M.A., Univ. of Va., who had for ten years previously been connected with the school.

Wofford College Fitting School, a Methodist institution, at Spartanburg, formerly a preparatory department of that college, was established as a separate institution in 1887. It is a day school with dormitory accommodations for a limited number, about forty per cent of whom enter Wofford College. It is administered by a board of trustees of the college. F. P. Wyche is the principal.

GEORGIA

Peacock School, formerly the Peacock-Fleet School, Atlanta, was established in 1898. It is a day school attended by one hundred boys from leading families of the city, affording thorough preparation for college. D. C. and J. H. Peacock, Ph.B., Univ. of Ga., for six years head of the Peacock Military School, are the principals.

Academy of Richmond County, Augusta, is a day school for boys now in its one hundred and thirty-fourth year, providing a five-year course in preparation for college. Military drill is required of all pupils except in special cases. George P. Butler is the principal.

FLORIDA

The Snyder Outdoor School is carried on by Clarence E. Snyder, A.M., Ill. Wesleyan Univ. The fall and spring terms are at Lake Fairfield in the Blue Ridge Mountains of North Carolina. The first of January the school migrates to Captiva Island on the Florida West Coast. The school work is carried on regularly under ideal climatic conditions. Camp Sosawagaming in the northern woods is the summer session of the school. See p. 563.

KENTUCKY

Louisville Training School, Beechmont, a suburb four miles from the center of Louisville, was established in 1889 by H. K. Taylor, who in 1907 turned over the school to W. H. Pritchett, A.M., its present owner, who with his family largely make up the faculty. Military drill is required of all.

TENNESSEE

Castle Heights School, Lebanon, thirty miles east of Nashville, is a private enterprise, established in 1902 and owned by L. L. Rice, Ph.D., the head master. Mr. Rice, a graduate of Cumberland University, was for many years a professor in that institution. The school attracts patronage from all over the southern states.

Montgomery Bell Academy, Nashville, named after an early benefactor, is under the control of the University of Nashville, and for nearly half a century has prepared boys for it and other universities. The school moved in 1914 outside the city, where it will serve as a country day school. Isaac Ball, A.M., has been head master since 1911.

The University School, 2006 West End Ave., Nashville, is a day school established in 1886. It is administered by a board of directors, and C. B. Wallace, A.M., Univ. of Va., is the principal. It prepares not only for the southern colleges, but also for the greater universities of the country.

Peoples-Tucker School, Springfield, twenty-nine miles north of Nashville, is a boarding school established in 1908. The school is now under the sole management of J. A. Peoples, a graduate of Webb School and Vanderbilt University.

The McTyre School, McKenzie, in the western part of the state, has for thirty years and more been conducted by a board of curators. The present principal, James A. Robins, A.B., was educated at the Webb School and Vanderbilt University. It has sixty-five students, with boarding accommodation for twenty.

The Massey School, Pulaski, was begun by Felix M. Massey in 1903, and has been since 1908 at its present location. Mr. Massey, like so many of the school masters of the state, was educated in the Webb School and at Vanderbilt University.

The Fitzgerald and Clarke School, Tullahoma, is the continuation of an earlier school established at Trenton, by W. S. Fitzgerald, as early as 1904, and since 1911 in its present location, under the principals, whose names it bears, both of whom are graduates of Vanderbilt University. It is both a boarding and day school, attended by one hundred and admitting a few girls from the neighborhood as day pupils. It prepares for the southern universities and the United States Military and Naval Academies.

The Webb School, Bell Buckle, was established by Wm. R. Webb in 1870. In 1897, W. R. Webb, Jr., began to teach in the school and became one of the principals in 1908. It is a college preparatory school. For forty years the personality of the Webbs has attracted to it increasing numbers of students from the country round about. There are two hundred and fifty pupils in attendance and more applications each year than can be received. No attempt has been made to build up an elaborate equipment, and the boys board in private families of the village under the close and direct supervision of the principals. The school has a large and loyal body of alumni, many of whom have become prominent in the life of the South.

Grandview Normal Institute, sixty miles north of Chattanooga, was founded by the American Missionary Association in 1884. It is a boarding school furnishing complete education from primary school to college. All boarders must work five hours a day to compensate for the very low tuition. P. S. Ault became the principal in 1917.

The Baylor School, Chattanooga, formerly the University School, has been recently reorganized on a new site outside the city by J. R. Baylor, A.B., principal.

The McCallie School, Missionary Ridge, Chattanooga, was established in 1905 by Thomas C. McCallie, since deceased, and is continued by his sons, S. J. McCallie, A.M., and J. P. McCallie, Ph.D. It is largely a day school though some boarding pupils are received. A high standard of work for this section of the country is maintained.

MISSISSIPPI

Chamberlain-Hunt Academy, Port Gibson, in southwestern Mississippi, now in its thirty-seventh year, was named after the founders of Oakland College, one of the early educational institutions in the South. It is an endowed Presbyterian boarding and day school owned and operated by the Synod of the state. The self-help department enables many poor boys to earn their expenses either wholly or in part.

LOUISIANA

Rugby Academy, New Orleans, now in its twenty-third year, is the outgrowth of a private school established in 1894, by W. E. Walls, the present principal, and J. H. Rapp. It is located in the best residential section of New Orleans. The school is preparatory to

Tulane University. Military drill is required of all students, unless especially excused.

TEXAS

The Terrill School, Dallas, established in 1906 by Menter B. Terrill, A.B., A.M., Yale, prepares boys for the leading colleges and scientific schools. Of the two hundred and forty boys there is provision for sixty in residence.

NORTH CENTRAL STATES

OHIO

University School, Hough & 71st St., Cleveland, is a large college preparatory day school of high standing established in 1890 and incorporated by prominent citizens. The dormitory was opened in 1896 to accommodate a limited number of boys from a distance. The boys come largely from prominent families of Cleveland and vicinity. Of the thirty or more boys graduating each year ninety-five per cent enter colleges or technical schools, Yale and Cornell leading. The lower school has had an unusually rapid growth in the last six years. The faculty come from nine colleges, Yale and Harvard being most strongly represented. Harry A. Peters, A.B., Yale, appointed principal in 1908, had been connected with the school for six years previously.

Columbus Academy, 1939 Franklin Park, Columbus, established in 1911 by an incorporated company of prominent citizens, is a preparatory school with many of the modern country day features, utilizing the boy's whole day. Frank P. R. Van Syckel, A.B., Princeton, is head master.

Franklin School, 2833 May St., Cincinnati, is a preparatory day school. It was established in 1880 by Joseph E. White, A.B., Harvard '77, and the next year Gerrit S. Sykes, A.B., Harvard '77, became co-principal. In 1905 the school was incorporated with many prominent citizens as stockholders. The school is organized in preparatory, intermediate, and primary departments. Since 1881 three hundred and fifty graduates of this school have entered twenty-nine different colleges, about one half entering Yale and Harvard in approximately equal numbers. Twenty-five per cent of Ohio boys entering Harvard from 1900 to 1910 came from this school.

INDIANA

The Brooks School for Boys, Indianapolis, established in 1914 by Wendell Stanton Brooks, A.B., Yale, who had previous experience in several preparatory schools and also as high school principal, is a college preparatory school arranging for a limited number of resident pupils in the homes of the masters.

Interlaken School, on Silver Lake, Rolling Prairie, is the most notable and successful attempt to naturalize in America the New School, originated by Cecil Reddie at Abbotsholme, England. It is a revolt from the formalism of traditional school life, and aims to combine in the freedom of country life the child's physical and mental activities with the actual economic and cultural interests of man. The school was opened in 1907 by Dr. Edward A. Rumely to afford

American boys a more rational physical, manual, and mental training. Dr. Rumely has perhaps the most constructive and unconventional mind engaged in educational work today. Born a wealthy Roman Catholic, he early revolted; despite privation and other obstacles he went abroad and made his own way in Europe to a position of intellectual prominence. He studied at Heidelberg and Freiburg and became interested in the New School movement, teaching under Dr. Lietz at Ilsenberg. On his return to America, though thrust into an important executive and financial position in a manufacturing company, he did not hesitate to break new ground in the educational field by establishing this school. Realizing that a man's success depends upon the coordination of motor and mental processes he saw the necessity for a more adequate training of these. The boys get efficient training through the greatest variety of useful activities. The boys have built practically the entire school plant and have a share in all the activities of running the farm and providing for the large family of one hundred and fifty boys. Athletics and outdoor sports are by no means neglected. The plan is a great one. Dr. Rumely's interests are many. O. P. Pitts, A.B., B.S., Chicago, an experienced school man and capable executive, is now at the head of the staff of teachers. See p. 564.

The University of Notre Dame, near South Bend, perhaps the foremost Catholic educational institution in the country, has a total enrollment of ten hundred and fifty, of which four hundred and fifty are in the high school and elementary departments. It maintains a four-year high school course which has an enrollment of three hundred and fifty boys. The instruction is given by priests, Brothers of the Holy Cross, and male lay teachers. St. Edward's Hall is a separate department for boys of grammar grade and here all the instruction is given by the Sisters of the Holy Cross. More than half of the high school students enter the University of Notre Dame.

Howe School, in northern Indiana, had its origin in 1884 in the bequest of John B. Howe to the Episcopal Church for educational purposes. The school was established by Bishop Knickerbacker and has since been further endowed by the family of the founder. It is an Episcopal preparatory school of six forms divided into upper, middle, and lower schools, each occupying separate buildings. The school especially prepares boys for colleges which require entrance examinations, Harvard, Yale, and Princeton. Though not a military school, the military system is utilized in the two lower departments as a means of discipline and physical training, a total of less than three hours per week being the maximum time given to drill. The patronage is chiefly from the Middle West. The Rev. John H. Mackenzie, D.D., L.H.D., rector since 1895, had for ten years previously had a wide experience in the ministry and in educational institutions. Grover C. Good, A.B., Harvard '00, has been connected with the school eleven years and head master since 1910. See p. 566.

MICHIGAN

Detroit University School, 16 Elmwood Ave., is a college preparatory school, first organized in 1899. Two years later it was incorporated and combined with the Detroit School for Boys, which had

been running for ten years. In 1914 Frederick L. Bliss, who had been principal since 1901, resigned, and a reorganization of the school, both as to finances and to faculty, was undertaken by the trustees. It was again reorganized in 1916 under the direction of an advisory committee of its patrons and Daniel H. Fletcher, A.B., Harvard '99, A.M., '13, appointed head master.

ILLINOIS

CHICAGO

The Harvard School for Boys, 4651 Drexel Boulevard, is a day preparatory school established in 1867. Since 1876 it has been under the management of the present principal, John J. Schobinger.

The Thomas Arnold University School, Dearborn Ave. & Elm St., is a college preparatory school. It is the result of the combining of the University School, owned by Walter R. Kohr, and the Thomas Arnold School, opened in 1912 by Dr. John Stuart White, Harvard '70. Harry N. Russell is head master.

Chicago Latin School, 18 E. Division St., was established in 1888 by Miss M. S. Vickery, Mass. State Normal School, of the Girls' Latin School, and Robert P. Bates, Trinity Coll., who is still head master. It is a day school and has the patronage of the best families of the North Side because of the high academic standards maintained and the efficient college preparation.

Lake Forest Academy, twenty-eight miles north of Chicago, is a college preparatory school founded and incorporated in 1857 by an association of prominent Chicago citizens. The academy has occupied its present site since 1893. John Wayne Richards, A.M., Ohio Northern, Yale, for seven years previous a master at the Hotchkiss School, has since 1913 been head master. His enthusiasm and energy have brought the school to a pre-eminent position among the preparatory schools of the Mid-West. He believes that preparation to meet the test of college examinations is the best form of education. His ideal is to build up a strong non-military efficient college preparatory school that shall serve the families of the Middle West who formerly sent their sons to Eastern schools. See p. 565.

Todd Seminary, Woodstock, one hour northwest of Chicago, is exclusively a boarding school for younger boys. It is not a preparatory school but provides a ten-year course of study. The boys, from seven years of age upward, come largely from near Chicago. It was established in 1848 by the Rev. R. K. Todd, a native of Vermont and a graduate of Princeton. Noble Hill, also of New England birth, principal since 1890, conducts the school in a broad, simple way. A wholesome atmosphere characterizes the school. Manual training and the school band are made interesting features.

Dakota-for-Boys, one hundred miles northwest of Chicago, is the old Dakota Academy revamped in 1913 by W. H. Wyler, who with a son and daughter is working out the open-air idea in the simplest possible way.

Northwestern College Academy, Naperville, established in 1906 by Northwestern College, was three years later organized as a separate institution, but still prepares mainly for that college. About

sixteen annually enter college. There are over two hundred alumni. C. J. Attig was made principal in 1914.

St. Albans School, Knoxville, is an Episcopalian boarding school for boys founded by the rector, Rev. Charles W. Leffingwell, in 1890. The boys come from Illinois and the adjacent states. Lucien F. Sennett, A.M., is the present head master.

Bradley Polytechnic Institute, Peoria, annually enrolls eleven hundred students. The school was founded by Mrs. Tobias Bradley in 1897 and was richly endowed by her at her death in 1908. Theodore C. Burgess, A.B., Ph.D., Chicago Univ., has been connected with the school since its inception and director since 1904.

WISCONSIN

Keewatin Academy, Waukesha, was opened in 1913 by James H. Kendrigan. The midwinter term is spent at St. Augustine, Fla.

The Galahad School, Hudson, twenty miles east of St. Paul, is a small school for boys established in 1905 by T. W. MacQuarrie, a graduate of the State Normal School and Columbia University, and J. P. Inglis, University of Wisconsin, both of whom had had previous experience in public schools in various parts of the country. There is a students' organization known as "The Knights of the Round Table," whose activities and ceremonies are secret and wholesome. Much is made of manual and industrial training. The boys come from Wisconsin and neighboring states.

MINNESOTA

St. Paul Academy, Dale St. & Portland Ave., St. Paul, established in 1900, is a boys' preparatory school reorganized by the trustees in 1914, and opened last year as a country day school. It sends its graduates largely to Yale, University of Minnesota, and Harvard. John De Q. Briggs, A.B., Harvard '06, recently appointed head master, is a son of Dean Briggs of Harvard. A junior school is conducted by Miss Grace L. Backus.

The Blake School is a country day school patronized by the best families of Minneapolis. Founded in 1907 by William McK. Blake largely as a tutoring school, in 1911 it was taken over and incorporated by leading citizens who selected as head master Charles B. Newton, A.B., Princeton '93, for thirteen years a master at Lawrenceville. It has two departments, one in the city for young boys under the direction of Mrs. Anna Barbour, and one eight miles west of Minneapolis. The teaching force is of the best, representing the leading colleges of the East.

Saint James School, Faribault, for boys from seven to thirteen, will begin its seventeenth year in September under the direction of F. E. Jenkins, head master since its establishment, and the Rev. James Dobbin, D.D., rector, formerly rector of Shattuck.

MISSOURI

The University School for Boys, 365 N. Boyle Ave., St. Louis, is a small day school preparatory to college maintained by Franklin Kean, A.B., Univ. of Kentucky, since 1900.

David Rankin, Jr., School of Mechanical Trades, Finney, Newstead, & Cook Aves., St. Louis, is a large endowed trade school

enrolling eight hundred men and boys over fourteen years of age. The regular day course covers two years. The school has grown steadily since its opening in 1909. The superintendent in charge is Lewis Gustafson.

The Country Day School, Kansas City, was established in 1910 largely through the influence of Mrs. Hugh C. Ward. The school was fortunate in securing as its head Ralph Hoffmann, A.B., Harvard '90. Under him the school has been successful and has won the support of leading citizens. The first class graduated in 1914. Graduates have entered the University of Missouri as well as Harvard, Princeton, and Williams. On Mr. Hoffmann's resignation in 1917 Ralph I. Underhill, A.B., became head master.

COLORADO

St. Stephen's School, Colorado Springs, is a small Episcopal day and boarding school, established in 1910. In 1915 Ralph E. Boothby, A.B., Harvard '12, became head master.

ARIZONA

Los Alamos Ranch, an outdoor school for boys, Buckman, thirty miles north of Santa Fe, opened in 1917, has been established by Ashley Pond, formerly of Detroit. Its chief purpose is to provide a simple, healthy, outdoor life for boys from twelve to sixteen.

Evans School for Boys, Mesa, in the Salt River Valley of Arizona, seventeen miles from Phoenix, was established in 1902 by H. David Evans, an Englishman educated at Cambridge University. It offers to about twenty eastern boys an opportunity to experience something of western ranch life in a dry and equable climate, while continuing their preparation for college examinations. Mr. Evans has been fortunate from the first in enlisting the highest class of patronage. The boys generally attend this school for a year or two preceding college entrance. The life is simple, even rough, the boys living each in his own cabin, keeping horses, and making camping trips. A summer tutoring camp is maintained at Flagstaff.

PACIFIC COAST STATES

WASHINGTON

Houston School for Boys, Cannon Hill, Spokane, is a boarding and day school owned and controlled by a corporation of leading citizens of that city. E. F. Strong, the principal, is assisted by a staff of college graduates. Athletics are encouraged.

De Koven School, for day and resident pupils, on Steilacoom Lake, South Tacoma, was established in 1891 by De Los S. Pulford. In 1911 the school was incorporated. About forty boys from Tacoma, and the Northwest in general, are enrolled.

CALIFORNIA

The University School, 2129 California St., the oldest private school in San Francisco, was established in 1867 by George Bates, a graduate of Oxford. Walter C. Nolan, B.S., California, is head master.

Trinity School, 846 Stanyan St., opposite the Golden Gate Park, San Francisco, an Episcopal day school established in 1876, is con-

ducted by Leon H. Roger. About one hundred and thirty have entered leading colleges and universities, including West Point and Annapolis. It is chiefly preparatory to the University of California.

The Potter School, 1827 Pacific Ave., San Francisco, was opened five years ago by George S. Potter, A.B., Harvard, formerly master and secretary of Noble and Greenough's School, Boston, Mass., and had immediate success. It is a day school especially for college preparation enrolling boys from the leading families of the city and surrounding towns.

Belmont School, twenty-one miles south of San Francisco, was founded in 1885 by William T. Reid, Harvard '68, not long after his retirement from the presidency of the University of California. With the financial assistance of W. H. Martin of San Francisco a portion of the Ralston Estate at Belmont was purchased and adapted to the uses of the school. Mr. Reid had previously had a long experience in secondary education as assistant head master of the Boston Latin School and principal of the San Francisco Boys' High School. He brought to his work the traditions of the best preparatory schools and from the first it has been his purpose to establish and maintain in the West a college preparatory school fully up to the standard of the best schools of the East. In 1893 Hopkins Academy, an old Congregational school at Oakland, planning to reorganize as a country boarding school, was merged with the Belmont School. From 1902 to 1910 Mr. Reid's son, William T. Reid, Jr., Harvard '01, the well-known football player and coach, was assistant head master. Belmont is primarily a college preparatory school. Three hundred and thirty of its graduates have entered the leading colleges and universities of the country. The school has an annual attendance of about one hundred, chiefly from the Pacific Coast, one third of whom are in the Lower School. Military drill three hours a week is required of all the boys unless excused by doctor's certificate.

Manzanita Hall, Palo Alto, was established in 1893 by Frank Cramer. W. A. Shedd, the present head master, formerly house master at Belmont School, took over the school in 1909 when it was somewhat run down. In seven years he has built it up so that today it has a substantial reputation for college preparatory work. It is both a day and boarding school, attended by boys largely from California but representing the entire Pacific Coast.

The Hicks School, Santa Barbara, established in 1903, is a small day school limited to twenty-five boys who come from the leading families of Santa Barbara, with a few from the East. It offers both elementary and high school instruction. Rodney M. Heggie, A.M., Columbia Univ., the principal, is an alert, driving teacher.

Boyland, Santa Barbara, was begun in 1913 by Prince Hopkins, a young Yale graduate who is actuated by the highest ideals of service to boyhood, and little fettered by traditional practices. He attempts to give boys, from five to twelve, a broadening and unconventional education. The school grounds contain a one and a half acre relief map of the world with oceans deep enough for boating, and a seven and a quarter gauge railroad surveyed and built by the boys with a steam driven locomotive large enough to haul produce from gardens to kitchen.

The Deane School, in the Montecito Valley, five miles from Santa Barbara, was established in 1912 by John H. Deane, Jr. It is an open-air boarding school for young boys.

Santa Barbara School, in the Carpinteria Valley, twelve miles from Santa Barbara, was opened in 1910 by Curtis W. Cate, Harvard '07. Mr. Cate is a real man of ideals. It is a small boarding school preparatory to college. The boys come from leading families throughout the country.

Thacher School for Boys, Nordhoff, is a novel and successful school maintained by Sherman D. Thacher, Yale '83, with the assistance of his brother, William L. Thacher, Yale '87, as associate head master. It was in 1889 that the first boy came to Casa de Piedra Ranch as a pupil, to take advantage of out-of-door life while tutoring for college, and from this very small beginning the whole idea of the school has gradually developed. The school accommodates fifty boys averaging in age from sixteen to seventeen, who come from the East as well as the West, and special care is taken to receive only boys of good character. Over three hundred boys have attended the school, of whom more than two hundred have entered colleges and universities, Yale and Harvard leading in numbers. Thacher boys are always proud of their school. The faculty are all college men, some of them recent graduates of leading colleges who remain with the school for a year or two.

The school life is intimate. There is no fixed curriculum, but the school is organized as Upper, Middle, and Lower Schools. Its purpose is to combine out-of-door life in the climate of southern California, a broad training, and a rich experience, with thorough preparation for college. The out-of-door life is interesting and varied. Every boy keeps a horse and is responsible for its care. Cavalry drill often takes place during the school recess.

Claremont School for Boys, Claremont, at the foot of the Sierra Madre range, is a home school for boys between the ages of twelve and eighteen, preparing them for college or technical school. Winfred Ernest Garrison, A.B., Yale, Ph.D., Chicago Univ., is the founder and head master.

MILITARY SCHOOLS

Norwich University, Northfield, Vt., was established in 1819 at Norwich by Captain Alden Partridge, who had previously been superintendent of the U.S. Military Academy at West Point. Captain Partridge was the pioneer in the establishment of military schools throughout the country and Norwich University was the mother of them all. The instruction is largely along engineering lines. The discipline is military, modeled after that of West Point. The government of the student body is entrusted largely to the cadet officers. Though hampered by inadequate resources the institution has maintained a high standard of military instruction due to Colonel Ira Louis Reeves, C.E., Litt.D. The summer camp supplements the work at Plattsburg.

Mt. Pleasant Academy, Ossining, N.Y., was established in 1814 by public-spirited men of the region. Its fortunes varied until 1845 when C. F. Maurice became the principal, who in the succeeding nineteen years gave the school much of its present character and introduced the military system. Charles F. Brusie, A.B., A.M., Williams, has been principal for the past twenty-two years and is lessee under the board of trustees. The patronage is largely local though there are boys in the school from widespread regions.

The Peekskill Military Academy, Peekskill, N.Y., was founded in 1833. Twenty-four years later military organization was introduced, under "the inspiration of Principal Wells, when the rumbling of impending strife led him to believe that military discipline would invest citizenship with something that might make it one of the valuable aspects of private education." The principals, John C. Bucher, A.M., and Charles Alexander Robinson, Ph.D., both Princeton graduates, have conscientiously administered the school for the past fourteen years.

Mohegan Lake School, now in its thirty-seventh year, is in the Highlands of the Hudson near Peekskill. The principals, Albert E. Linder and Charles Huntington Smith, are graduates of Princeton and Amherst respectively. The boys are prepared for business, technical schools, or college.

New York Military Academy, Cornwall-on-Hudson, N.Y., five miles above West Point, is primarily a technical and scientific preparatory school conducted on a strictly military basis modeled after the United States Military Academy at West Point. Established in 1889, Colonel Sebastian C. Jones, Cornell, the superintendent, has successfully directed the academy for the past twenty-four years. Thoroughly competent on the military side, of no mean business ability, and with a sense of responsibility toward his boys and patrons, under his vigorous administration the academy has prospered. A standard of academic work is maintained, approached by but few other military schools. The commandant, Major Milton F. Davis, a West Point man, is detailed by the War Depart-

ment as professor of military science. The cadets in residence come from all over the United States and foreign countries, but largely from New York. Bard Hall, the pre-academic department of the school, is for boys under fourteen years of age.

The Manlius Schools, admirably located among the hills of central New York, eleven miles from Syracuse, consist of St. John's, the preparatory school, founded in 1869, and Verbeck Hall, a school for younger boys which has been successfully conducted during the twenty-six years of the present management. General William Verbeck, for twenty-seven years the head of the school, has much interest in public affairs, and was formerly Adjutant-general of the State of New York. Manlius is one of three in New York State to which the Secretary of War regularly details a United States Army officer as instructor in military tactics. A special feature is the cavalry branch of military education. The patronage of the school is almost national.

The Silver Lake Military and Naval School, Perry, N.Y., on Silver Lake twenty miles south of Buffalo, in 1915 succeeded the Chamberlain Military Institute of Randolph, N.Y., founded in 1848. A United States naval officer is detailed for instruction in elementary seamanship for the first month or six weeks of each term. Colonel James E. Dunn is the superintendent. The patronage is chiefly from nearby states.

De Veaux School, Niagara Falls, N.Y., established in 1857, is an endowed Episcopal boarding college preparatory school. The West Point military system has prevailed from the beginning. The school's valuable site led to machinations which resulted in a court decision some years ago barring all pay pupils. The loyal alumni, rallying to the support of the school, secured the reversal of this decision with the result that the school is again coming to the fore. Twenty-two "foundationers" enjoy the privileges of the school free of all cost. The location is most attractive, fronting for more than half a mile on the Niagara Gorge. The Rev. William Stanley Barrows, M.A., S.T.B., is head master and chaplain.

Newton Academy, Newton, in northern New Jersey fifty miles from New York City, is a semi-military boarding school for boys. Begun in 1852 it is one of the oldest schools in the state. The principal, Philip S. Wilson, A.B., Lafayette '90, A.M., in 1899 succeeded his father, Captain Joel Wilson, who had been the principal since 1882.

Bordentown Military Institute, Bordentown, N.J., was re-established in 1885 by the Rev. Thompson H. Landon, A.M., D.D. It has remained continuously under the same management and the founder has now associated with him his son, Colonel Thomas D. Landon, as commandant, and his cousin, Sealand W. Landon, as head master. The Landons are genuinely earnest in their purpose of providing good instruction and have made efficient use of the military system without carrying it to extremes. Efficient preparation for college is given, which is unusual in a military school, and a large number of alumni are college graduates. The cadets come from homes fairly distributed over the northeastern United States. The school has the additional advantage of a strong alumni senti-

ment, and has sufficient background of tradition working in the right direction so that school spirit really carries a large part of the student discipline.

Wenonah Military Academy, Wenonah, N.J., twelve miles from Philadelphia, was established fourteen years ago by Stephen Greene. Since his death in 1908, the estate has been carried on by a board of trustees and developed by his son, Dr. Wm. H. Greene. Dr. Charles H. Lorence, D.D.S., Penn., is the president, and Clayton A. Snyder, Ph.D., Union Coll., is the superintendent.

Pennsylvania Military College, Chester, Pa., traces its origin back to 1821. The family of Colonel Charles E. Hyatt, its president, have owned and controlled the institution for over sixty years, Colonel Hyatt's father having secured title to it in 1853. The board of trustees, of which John Wanamaker is president, includes twenty other men prominent in professional, commercial, and educational work. Since 1858 it has been a military institution and in 1862 a charter was granted authorizing the conferring of degrees. All the military equipment is supplied by the state or the United States Government and a United States Army officer is detailed for military instruction. There are three courses, civil engineering, chemical, and academic, all leading to a degree. There is a preparatory department to fit younger boys for the college work.

Charlotte Hall School, Charlotte Hall, Md., thirty-eight miles from Washington, dates back to 1796 but became a military school about 1850. It is conducted by a board of trustees. The boys come largely from Maryland and Washington.

The Shenandoah Valley Academy, Winchester, Va., a military school for boys founded soon after the Civil War, was given its present site at Winchester in 1895. On the death of J. B. Lovett in 1908 the property reverted to trustees and has since then been managed by Branz Mayer Roszel, A.B., Johns Hopkins Univ. '89; Ph.D., '96. About half the boys are day pupils.

Augusta Military Academy, Fort Defiance, Va., nine miles from Staunton, was established about thirty-one years ago as the Augusta Male Academy, a day school, by Charles Roller who in 1906 was succeeded by his sons, Thomas A. Roller, Univ. of Virginia, and Charles S. Roller, Jr., Virginia Military Institute.

Staunton Military Academy, Staunton, Va., in the Shenandoah Valley, was established in 1867 by Captain William H. Kable, A.M., Univ. of Virginia. It has long maintained its popularity and today enrolls cadets from forty-five states, territories, and foreign countries. Since the death of its founder in 1912 the school has been continued by Colonel William G. Kable, who was educated at the academy during the administration of his father, whose policies he continues. The business management of the school has made it successful and for more than twenty years a portrait of a soulful boy has identified its magazine advertising. Its military department came under the supervision of an officer of the United States Army for the first time in 1913.

Fishburne Military Academy, Waynesboro, Va., was established as a day school thirty-two years ago by James A. Fishburne, Washington and Lee Univ., in his native town. As it flourished a board-

ing department was added. The school is for the fourth year under the management of Morgan H. Hudgins, Virginia Military Institute 'or. Its administration has always been conscientious and the welfare of the boys safeguarded.

Virginia Military Institute, Lexington, Va., was created by the act of the legislature in 1835 to provide for military education and to maintain a guard at the arsenal in Lexington. It is organized like West Point and instruction is technical. A United States Army officer is detailed as professor of military science. The military department has always been most efficient. The cadets come from all over the United States but largely from the South. Two hundred of its graduates are in the United States Army. It receives an annual appropriation of \$40,000 from the state, but no other public support, and it is not endowed. The history of this school during the Civil War is one of the brightest pages in the story of the Southern cause.

Greenbrier Presbyterial Military School, Lewisburg, W. Va., is conducted by Col. H. B. Moore, A.B., Hampden-Sydney College. It is owned by the Presbytery of Greenbrier, who established and equipped it, and who make religious instruction and influence its purpose. Military drill and routine have been established as a permanent factor. Its patronage, formerly largely local, is becoming more widespread.

Linsly Institute, Wheeling, W. Va., established by the bequest of Noah Linsly in 1814, introduced military instruction in 1876.

The Bingham School, Asheville, N.C., founded in 1793 by the Rev. William Bingham, who came from Ireland twelve years previously and whose grandson, Colonel Robert Bingham, the present owner, has been in charge since 1857, is the oldest school for boys in the southern states and for one hundred and twenty-three years has been continued by the same family. The school has been migratory, having had five locations before the present one. The United States War Department details an officer for military instruction. The cadets come from all over the southern and many of the northern states. The boys' clubhouse is an attractive feature.

Horner Military School, removed recently to Charlotte, N.C., midway between Richmond and Atlanta, was founded in 1851 by the father of the present principal, Jerome Channing Horner, who has had forty years' experience in teaching. The patronage is local with many day pupils.

The DeMeritte Military School, Jackson Springs, N.C., was begun in 1916 by Edwin DeMeritte, the veteran school master and camp director of Boston. It is an open-air school for boys from ten to fourteen. See p. 561.

The Citadel, Charleston, S.C., is a military college modeled on West Point. Previous to 1841 it was a state depository for arms and munitions of war, and from 1865 to 1881 it was used as a military post. Since 1882 it has been reopened as a military college. The corps of cadets is organized as a battalion of infantry of four companies and a band. Colonel Oliver J. Bond, B.S., The Citadel '86; Ph.D., Ill. Wesleyan Univ. '95, has been a professor in the school since 1886 and head since 1908.

Porter Military Academy, Charleston, S.C., was established in 1867 by the late Rev. A. Toomer Porter as an academy for sons of Confederate soldiers. The military features were added in 1890. It admits day pupils who need not wear the military uniform and prepares especially for the southern colleges, but its certificate is generally accepted by the universities. The rector, Rev. Walter Mitchell, D.D., is the active head of the school. There is a lower school in connection with the academy where boys from nine to fourteen are admitted. The enrollment represents twenty-two states.

Bailey Military Institute, Greenwood, S.C., has an army officer on duty as professor of military science and tactics. Its patronage is largely local. The superintendent is a prominent Baptist and a successful business man.

Riverside Military Academy, Gainesville, Ga., was established ten years ago. In 1913 it came under the business management of Sandy Beaver, the president, who shares the ownership with F. M. McCoy, the principal, and other stockholders. The hustling business administration has brought the numbers up. Since 1913 an army officer has been detailed for military instruction. There is a summer Naval School on Lake Warner, half a mile distant. Much is made of athletics.

Georgia Military Academy, College Park, Ga., has been run since 1900 by Col. J. C. Woodward, a keen competitor of the above. There is a United States Army officer detailed to the academy, and in 1913 and 1914 it was specially commended by the War Department for its military instruction. The cadets are organized in a battalion of three companies and instruction is given in the three arms of the service.

Gordon Institute, Barnesville, Ga., was incorporated in 1852 as "The Barnesville Male and Female High School," and was renamed in 1872. In 1890 the military system was adopted. The school has been coeducational from the beginning and accommodates two hundred and sixty students all of whom come from Georgia. From twenty-five to fifty are graduated each year. Edward T. Holmes, A.M., Mercer Univ., has been the president since 1912.

Georgia Military College, Milledgeville, Ga., was organized in 1879 in the Old State Capitol as a department of the University of Georgia under the name of the "Middle Georgia Military and Agricultural College." In 1893 the trustees of the University withdrew support, and the school has since been assisted by the town. In 1900 the name was changed to Georgia Military College. An active United States Army officer is detailed to the college. The school is coeducational with five hundred and forty in attendance coming from Georgia. Col. O. R. Horton, A.B., Furman, has been president since 1912.

Florida Military Academy, Jacksonville, Fla., incorporates such features of the military system as seem especially suited to the development of the growing boy. Major G. M. Thomas, A.M., Va. Military Institute, is the principal.

Kentucky Military Institute, Lyndon, Ky., has since 1906 followed the interesting plan of spending the winter months at Military Park, Fla. The school was established in 1845. In 1896 Col. C. W.

Fowler, himself a graduate of the institute, became superintendent, and in the same year removed the school to its present site. In January every year the school migrates by special train to its winter quarters, returning in April. Colonel Fowler, a gentleman and a scholar, has shown himself thoroughly open-minded and progressive, specializing in preparation for technical universities. He is a capable organizer and business manager and successful in choosing his assistants from the best eastern colleges.

The Columbia Military Academy, Columbia, Tenn., forty miles south of Nashville, was opened in 1905 in the old government arsenal which has been transferred to a corporation, and was somewhat altered for school purposes. There are about one hundred cadets who are organized in a battalion of infantry of two companies. H. C. Weber is the lessee of the property and owner of the school. Col. O. C. Hulvey, formerly of Tennessee Military Institute, is the superintendent.

Sewanee Military Academy, Sewanee, Tenn., midway between Chattanooga and Nashville on the Cumberland Plateau, is a department of the University of the South, which was founded in 1857 by the bishops of the ten southern Episcopal dioceses. The academy began as the Sewanee Grammar School but in 1908 it received its present name. It occupies as barracks Quintard Memorial Hall, which is about half a mile from the buildings of the University. Since 1912 the strictest system of military discipline has been introduced under Colonel DuVal G. Cravens, the head master, and the standard has been raised.

Tennessee Military Institute, established in 1902 at Sweetwater, has had a steady and consistent growth and now graduates yearly a class of twenty or more. All the members of the faculty are regularly commissioned by the governor of the state as officers in the National Guard of Tennessee. The military training is patterned after West Point, and the instruction is under the supervision of the War Department.

The University Military School, Mobile, Ala., is a day school which does substantial preparatory work and is accredited to the universities. The school always has its full quota and application must be made in advance. Julius T. Wright, the principal, is able and thoroughly up-to-date.

Gulf Coast Military Academy, Gulfport, Miss., was opened in 1912 by Col. R. B. McGehee, formerly associate principal of Columbia Military Academy. Col. J. C. Hardy came to the school in 1913.

Jefferson Military College, Washington, Miss., chartered in 1802, is one of the oldest institutions of its kind in the South. Many of the able men of the South, including Jefferson Davis, twelve governors, eight United States senators, and twenty congressmen, were educated at this college. Col. R. A. Burton, Univ. of Ky., is the superintendent.

Ohio Military Institute, College Hill, Ohio, near Cincinnati, was established in 1890 on the foundation then known as Belmont College, and in earlier days as Farmers' College, the Alma Mater of President Benjamin Harrison. The beginning, however, may even be dated back to 1833 to Cary's Academy, established on College

Hill by Freeman Cary, uncle of Alice and Phœbe Cary, the poets, who conducted a small training school for boys. It remains a small school directed by Col. A. M. Henshaw. The cadets are divided into an upper and a lower school.

Culver Military Academy, Culver, Ind., on Lake Maxinkuckee, eighty-four miles from Chicago, is one of the most prosperous of the thoroughgoing military schools. Established in 1894 by the late Henry Harrison Culver, it is still owned by the Culver Estate. On the destruction of the buildings by fire the following year a new building of brick, designed for the school, was erected. Under Colonel Fleet as superintendent, who before had been the head of the Missouri Military Academy, the school grew rapidly. Col. L. R. Gignilliat, who for fourteen years previously had been commandant, has been superintendent since 1910. Colonel Gignilliat is a tactful and capable administrator. He has an admirable system of supervision of student activities outside the class-room and the drill-hall and holds advanced ideas upon vocational selection, debating, and literary organizations. Under him the academy has continued to prosper so that it now enrolls over five hundred cadets. Cavalry, artillery, and military engineering are featured. For ten consecutive years the United States War Department has given the military work of the school the highest rating. See p. 567.

Western Military Academy, Alton, Ill., twenty-five miles north of St. Louis, was begun by the late Edward Wyman in 1879 and conducted by him as Wyman Institute until his death in 1888. In 1892 the school was incorporated and the military system introduced. The present superintendent, Colonel Albert M. Jackson, A.B., Princeton '84, A.M., '87, who has been connected with the school for twenty-nine years, shares the ownership and management with Major George D. Eaton, the principal. The school is one of the best of its class. The academy is a post of the state National Guard and receives from the United States War Department military equipment for two hundred cadets. There are strong departments in athletics and music and college preparatory work is adequately carried on. The cadets come from the Middle West.

Morgan Park Academy, Morgan Park, Ill., fourteen miles from the center of Chicago, was organized in 1892 with the cooperation of President Harper of the University of Chicago. It has recently been reorganized with E. J. Price as president of the board of trustees and Harry D. Abells, B.S., Univ. of Chicago '97, principal. Mr. Abells has been connected with the academy since 1898. The patronage is largely from the north central states.

St. John's Military Academy is at Delafield in the beautiful lake region of southern Wisconsin, three hours from Chicago. The school was established by the Rev. Sidney T. Smythe in 1884, became military two years later, and was incorporated in 1889, and is still under the direction of its founder. The school emphasizes its Episcopalian influence and all students must attend evensong five times in the week and chapel on Sundays. General Charles King, the soldier novelist, whose home is nearby, was early interested in the school and still retains his connection, nominally, as superintendent of military instruction. The commandant, Major Roy F. Farrand, W.N.G.,

is a man of force and is a definite influence. The cadets are organized as a battalion of infantry of four companies with a cadet band. The patronage, though largely from Illinois and Wisconsin, represents thirty-six states and foreign countries. There are eight hundred alumni. See p. 567.

Racine College, Racine, Wis., is a preparatory school with a modified military system which is kept subordinate to the general work of the school. Founded in 1852 by the Rev. Dr. Park as a Protestant Episcopal college, it has during its sixty-five years of existence been an important educational factor not only in Wisconsin but in a great section of the Middle West. The Rev. Talbot Rogers in 1916 succeeded the Rev. Francis Shero as warden and head master.

Northwestern Military and Naval Academy, Lake Geneva, Wis., was established at Highland Park, Ill., in 1888 by Col. H. P. Davidson. In 1911 he was succeeded by his son, R. P. Davidson, as superintendent. Colonel Davidson gives the academy a capable business administration. He has recently removed the school to Lake Geneva in southern Wisconsin, eighty-five miles from Chicago. The school now affords opportunity for naval as well as military training. The Secretary of the Navy authorized the issue of six completely equipped naval cutters for the naval branch of the school. The military instruction is under the supervision of a United States Army officer assigned by the War Department.

Shattuck School, Faribault, Minn., fifty miles south of Minneapolis, is perhaps the most notable school in the West. It was the conception of the Rev. Henry W. Whipple, the first Bishop of Minnesota, who was familiar with the great usefulness of such schools in England as Winchester and Rugby, and saw the need of a permanent educational institution in this region. As early as 1858 the Rev. James L. Breck had established in Faribault a small school which later incorporated as the Bishop Seabury Mission. Out of this have grown the three renowned schools, Seabury Divinity School, St. Mary's Hall for Girls, and Shattuck. The boys' school was named for an early benefactor, Dr. George Cheyne Shattuck, of Boston. In 1916 the Rt. Rev. F. A. McElwain became the rector and Charles W. Newhall, A.B., Harvard, connected with Shattuck for over twenty years, the head master. There is a strong faculty of university graduates. During its long career more than three thousand boys have been trained in its halls. The students are drawn largely from well-to-do families of the great Northwest. Shattuck is a church school and its students live in companies in "barracks," two to a room in the care of a master and an assistant. Military training is required of all and the students are organized into a battalion of infantry. During the Spanish-American War more men were in the service who had been trained at Shattuck than at any other military school.

College of St. Thomas, St. Paul, Minn., was opened in 1885 as a diocesan institution conducted by priests. It is a Roman Catholic college preparatory school having an attendance of nearly seven hundred, largely from Minnesota, though many other states are represented. The military work is of high class and the War Department has several times designated it as a distinguished school.

The corps of cadets is organized into a regiment of three battalions, comprising nine companies, with a band.

St. Charles Military Academy, twenty miles from St. Louis, Mo., dates from 1831 and claims to be the oldest boys' school west of the Mississippi. The boys are largely from Missouri and surrounding states. Col. Herbert F. Walter is president and proprietor.

Kemper Military School, Boonville, Mo., was founded in 1844 by Frederick T. Kemper, who continued in active control until his death in 1881. Col. T. A. Johnston, the present head, who introduced the military system, has been connected with the school since 1868 and has been superintendent since 1881. Most of the cadets come from the immediately surrounding states. The school is organized as a military post and has official recognition by the state.

Wentworth Military Academy, Lexington, Mo., established in 1880, adopted the military system a year later, and is the pioneer military school in the Middle West. Its graduates receive commissions as second lieutenants from the State Militia. Its patronage is largely from Missouri and the adjacent states. Colonel Sandford Sellers is the superintendent.

University Military Academy, Columbia, Mo., is a home school with simple military discipline. It is maintained by John B. Welch, for twenty years a high school principal in New England.

St. John's Military School, Salina, Kan., was founded by Elisha Thomas, the second Bishop of Kansas, with the cooperation of the public-spirited citizens of that town. The school's patronage was largely local, but has now become widespread. The Rev. M. B. Stewart is the principal.

The Texas Military College, Terrell, Tex., established in 1915, is a small Junior College offering a four-year preparatory course and two years of college work. Dr. Louis C. Perry, B.S., A.M., Ph.D., the founder and president, has had wide experience in the West.

West Texas Military Academy, San Antonio, Tex., is a young institution, but already the largest in the Southwest. Though an Episcopal Church school it is essentially military in spirit and since 1909 has had an army officer detailed by the War Department. The school is affiliated with the University of Texas, and forty colleges and universities accept its students without examinations.

The Peacock Military College, San Antonio, Tex., has been maintained by Wesley Peacock since 1894 and since 1900 has been a military school. It was the first military school in any Gulf state to be recognized by the War Department, which details an army officer for military instruction. The students are organized into a battalion of infantry of three companies.

New Mexico Military Institute, Roswell, N.M., in the Pecos Valley, was established by an act of the legislature and opened in September, 1898, but enjoys all the privileges of the older established state military institutions of the East. In 1898 Congress granted it fifty thousand acres of public land which has since been increased, the income from which is used for general maintenance. Since 1905 a United States Army officer has been detailed for military instruction. Since its inception Col. Jas. W. Wilson has been superintendent. Its cadets are drawn largely from the southwestern states.

Hill Military Academy, Portland, Ore., has been prominent in that section of the Northwest since its establishment fifteen years ago by Dr. J. W. Hill, A.B., Yale '78; M.D., Willamette Univ. '81, who has been identified with the educational interests of Portland for nearly forty years. He is now assisted by his son, Joseph A. Hill, Ph.B., Yale '02. It is a boarding and day school and draws its pupils largely from the Pacific Coast and the Rocky Mountain states. A summer camp is maintained at Newport, a beautiful and picturesque spot on the rugged Oregon coast.

Hitchcock Military Academy, San Rafael, Cal., near San Francisco, was opened in 1878 by Rev. William Dixon, under the name of "Selborne School." In 1899 the school was destroyed by fire, was rebuilt on its new site, and the name changed to Hitchcock Military Academy. Since that time Rex W. Sherer, Ph.B., Univ. of Cal. '98, has been connected with the school, first as commandant and since 1911 as president, and has given the school a conscientious business administration. The patronage is from the western states and Central American countries. The school maintains a summer camp on Eel River in Mendocino County.

Mt. Tamalpais Military Academy, San Rafael, Cal., has had a steady growth since its establishment in 1890. Major Newell F. Vanderbilt, B.S., Cal. Mil. Acad. '94, an instructor for twenty-one years, became the commandant in 1915 and this year as president assumed full charge. It features cavalry and artillery and has an annual military encampment. In the upper and the lower school over a hundred boys are enrolled who come from the Pacific Coast and a dozen other states and countries. The alumni number about one hundred and eighty.

The Harvard School, Los Angeles, Cal., otherwise known as the "Bishop's School for Boys," is a boarding and day school established in 1900 by Grenville Emery, who had for years been a master in the Boston Latin School. Rev. Robert B. Gooden, A.M., Trinity, is the present head master. The trustees of the school include a number of the most prominent business and professional men of Los Angeles. A United States Army officer is detailed by the War Department for military instruction. One hundred and eighty have graduated from the school, some of whom have entered the leading colleges. An attractive feature of the school is its summer camp at Catalina Island, off the coast.

Page Military Academy, Los Angeles, Cal., established in 1908 by Robert A. Gibbs, A.B., Univ. of S. Cal., is a school for young boys through grammar grades. It is an interesting experiment in education, subordinating everything to the needs of the young boy. The school has had a remarkable growth and in 1915 moved into new buildings. At present there are one hundred and sixty boys enrolled from the Pacific coast. See p. 568.

San Diego Army and Navy Academy, located at Pacific Beach, Cal., a suburb of San Diego, was established in 1910 by Captain Thomas A. Davis, late Sixth U. S. Vol. Infantry. It has had a rapid growth. The climatic and other attractions have drawn students from fifteen states and four foreign countries.

GIRLS' SCHOOLS

NEW ENGLAND

MAINE

The Waynflete School, Portland, is a day school having a faculty of twelve and offers general and college preparatory courses. The principals are Miss Crisfield and Miss Lowell. A few resident pupils are accommodated.

NEW HAMPSHIRE

Robinson Seminary, Exeter, founded in 1867, is a large and prosperous endowed day school with an attendance of over three hundred, largely local, though half the graduates live outside the state. About fifteen graduates annually enter leading women's colleges of New England. Harlan M. Bisbee, A.B., Bowdoin; A.M., Harvard, has been the principal since 1905.

Mount Saint Mary Seminary, a convent boarding school under the direction of the Sisters of Mercy, was founded at Manchester, half a century ago, but has lately moved to Hookset, eight miles distant. There is a children's department and an academic department, the latter offering finishing and general courses. About one hundred girls are in attendance largely from New Hampshire and Massachusetts.

St. Mary's School for Girls, Concord, is a diocesan Episcopal school established in 1886 by the Rt. Rev. W. W. Niles. It is a boarding and day school offering intermediate, college preparatory, and general courses. The principal is Miss Isabel M. Parks, an excellent teacher, a wise disciplinarian, and a woman of high ideals.

VERMONT

Bishop Hopkins Hall, Burlington, a diocesan boarding and day school named for the first Bishop of Vermont, was founded in 1888. For some years the Hall was closed pending the raising of an endowment fund, which was thought necessary to fulfill the purpose of the founder. In 1913, the fund having been secured, the Hall reopened, and is able to offer special advantages at a comparatively low cost. The principal, Miss Ellen Seton Ogden, Ph.D., Bryn Mawr, was for several years a teacher at Miss Porter's School at Farmington, Conn.

MASSACHUSETTS

BOSTON

The Winsor School, Pilgrim Road and Riverway Drive, is perhaps the most successful girls' day school in Boston as well as the largest. This is evidence of the able administration and notable executive capacity of Miss Mary Pickard Winsor, a member of the Boston family prominent in education and finance. It has grown in the last thirty years from modest beginnings on Boylston Street to a school of two hundred and fifty pupils. In 1908 it was incorporated with the assistance and financial backing of some of Boston's ablest and most representative men and women, and the present buildings

on Riverway Drive were erected to afford the best educational facilities. Miss Winsor's school has long enjoyed the highest social prestige so that it is patronized by the most exclusive Boston families and those who appreciate the social advantages of membership in the school. The administrative and teaching staff of forty provide, in addition to the general finishing course, a college preparatory and a post-graduate course.

The May School, 339 Marlborough St., is a continuation of Miss Folsom's School, which for many years enjoyed the highest social standing. Miss Mary C. S. May, the principal, has established a régime which appeals to a characteristic Boston clientele by whom she is regarded with trust and confidence. With the assistance of her associate, Miss Jessie Degen, she is at the head of a strong college-trained faculty. In addition to the regular college and post-graduate courses, the school offers special advantages for the study and speaking of French.

Miss Guild and Miss Evans's School, 29 Fairfield St. and 200 Commonwealth Ave., offers college preparation and an advanced general course for girls who have completed a high school course. There is a small home department. Originally founded in 1883 by the Misses Gilman and until 1911 known as the Commonwealth Avenue School, it has had a long and honorable record. Miss Jeannie Evans was for eleven years previous to 1911 associate principal of Dana Hall. In 1916 Miss Guild retired and Miss Clara A. Bentley, Vassar, formerly of Dana Hall and Gunston Hall, became associate principal. See p. 573.

Miss Lee's School, 344 Marlborough St., a day school, was opened in 1912 by Miss Frances Lee, A.B., Radcliffe '01, for nine years associated with Miss Bertha Carroll's School. The school offers college preparatory and general courses to girls and prepares little boys for secondary schools.

Miss Haskell's School for Girls, 314 Marlborough St., has for the past fourteen years been maintained as a day school by Miss Mary E. Haskell, A.B., Wellesley, a southern woman of personal charm, who has made a place for herself. The school prepares for the leading colleges, and gives also a general course of unusual interest. Capable teachers give careful attention to the individual. See p. 572.

Miss McClintock's School, 4 Arlington St., one of the younger schools in Boston, is a small boarding school accepting thirty day pupils. Miss Mary Law McClintock's purpose is to train a small number of girls according to her broad educational and social ideals, and also to afford all the advantages of Boston to girls from outside New England. As the boarding department is limited to a dozen or fifteen girls Miss McClintock is able to give each pupil close personal supervision in an intimate, cultured home life. Born in the South, educated in the West, A.B., Goucher Coll.; Ph.M., Univ. of Chicago, and having taught many years in the East, Miss McClintock has brought wide experience and sympathetic understanding as well as originality to the special needs of the girls committed to her care, and has won the affection of her pupils and the confidence of their parents.

Miss Church's School, 6 Gloucester St. & 401 Beacon St., is a day school with a resident department attracting its pupils from families of position and wealth throughout New England. The school was established seventeen years ago by Miss Mary E. Church, previously of the Gilman School. It prepares girls for the demands and activities of social life. Miss Church is an Episcopalian and all resident pupils are expected to attend Trinity Church.

Miss Chamberlayne's School for Girls, The Fenway, is both a day and boarding school maintained for twenty-five years by Miss Catharine J. Chamberlayne, A.M., who had previously had a long and successful experience in New England schools. Miss Chamberlayne brought to her project mature experience and tried ability, so that the school has made a substantial name for itself and draws not only from Boston but from the East, South, and West. Twelve years ago the school moved from Commonwealth Avenue to its new building in the Fenway. It is a finishing school with an enrollment of thirty-five girls offering varied and attractive electives and also affording opportunity for college preparation.

The Brimmer School, 67-69 Brimmer St., is a large day school for girls with a lower school to which boys are admitted in the primary grades and there is also a Montessori class for little children. The Upper School prepares efficiently for college. The school is a continuation of Miss Cummings' School, which was formed in 1912 through the union of Miss Browne's Classical School for Girls, established in 1887, and Miss Creech's School, which dated from 1909. Increasing numbers required a new fireproof building better adapted to the school purposes, in which the school opened in 1914. The school is now controlled by a corporation of which Richard G. Maclaurin, President of Massachusetts Institute of Technology, is the head. Miss Mabel Homer Cummings, the principal, A.B., Smith '95, taught in the Chestnut Hill School, Brookline, and was principal of the preparatory department of the Volkmann School before she bought the Classical School for Girls in 1911. The assistant principal is Miss M. M. Pickering and there is a faculty of twenty-five.

The Curtis-Peabody School, 507 Beacon St., provides for older girls in college preparatory and general courses. There is also an open-air school for children as young as six. Miss Elizabeth Curtis and Miss Lucy G. Peabody are the principals.

The Cambridge School for Girls, formerly the Gilman School, has through its founder been closely connected with the development of Radcliffe College. Mr. Arthur Gilman conceived the plan of affording women a systematic course of studies under Harvard instructors which resulted in the "Annex" that later became Radcliffe. The success of the "Annex" led Mr. Gilman in 1886 to establish a school for younger girls. It soon became the foremost girls' school for the families of old Cambridge. Miss Ruth Coit, a niece of the great head master of St. Paul's, received her early training under him. She was associated with Mr. Gilman during the last years of his administration and since his death in 1907 has been head mistress. A woman of unusual intellectual vigor she ably maintains the prestige of the school. There is a day department

providing for girls of all ages and offering both college preparatory and general courses. The residence nearby on Concord Avenue affords accommodation for a small number of boarding pupils. In 1909 the school was incorporated under its present name. The board of directors includes members of the faculties of Harvard and Radcliffe.

Lasell Seminary, Auburndale, is a school of national rather than local repute. Founded in 1851 by Professor Edward Lasell of Williams College, it was from 1874 until 1908 under the control of Charles C. Bragdon, who introduced many practical features, including the study of domestic science on a scientific basis. In 1908 Dr. Guy M. Winslow, A.B., Tufts '95, Ph.D. '98, who had for ten years previously been an instructor in the school, bought a controlling interest in the property. He is a man with practical business ideals of the education of the modern woman. The students average nineteen years of age and the faculty of forty offer many courses of college grade.

Dana Hall, Wellesley, was founded in 1881 by the Misses Julia A. and Sarah P. Eastman with the cooperation of Wellesley College, as a preparatory school for that institution. Since 1899 it has been under the exceptionally strong management of Miss Helen Temple Cooke. To her administrative ability it is due that Dana Hall has become one of the leading secondary schools for girls in the United States, with a total attendance of about three hundred. Miss Cooke is a woman of remarkable personality, clear-sightedness, and executive capacity, with the highest ideals of womanhood. She makes a strong appeal to girls and her influence upon them is inspiring and lasting.

To broaden the scope of Dana Hall work, Miss Cooke has established two coordinated schools: Tenacre, opened in 1910 for younger girls, prepares for the secondary schools; Pine Manor, opened in 1911, is a post-graduate department intended for the graduates of Dana Hall and of other secondary schools who desire advanced academic work, music, or art with courses directly preparatory to efficient and cultured homemaking. The heads of departments in the three schools are women of unusual capacity and influence. Dana Hall graduates about eighty pupils each year, of which number about one third enter college. The body of alumnae exceeds two thousand. See p. 569.

Walnut Hill School, Natick, within two miles of Wellesley, is a college preparatory school. It was established in 1893 at the suggestion of President Shafer of Wellesley College by the present principals, Miss Charlotte H. Conant and Miss Florence Bigelow. Both are Wellesley graduates, and Miss Bigelow was for four years an instructor in the college. Its proximity to Wellesley enables students and instructors to keep in close touch with Wellesley activities, and the college recommends to it many girls found unprepared to meet its exacting requirements. Almost as many girls are prepared for Vassar and Smith as Wellesley. The high standard of instruction maintained makes Walnut Hill today one of the best college preparatory schools in New England. See p. 570.

The Misses Allen School for Girls was established by the daughters

of the late Nathaniel T. Allen, abolitionist, educator, reformer, philanthropist. In 1904 they opened the old Colonial Allen homestead at West Newton for young ladies. The forty pupils are drawn from all sections. The school prepares for college, and graduates are now in all leading colleges. Miss Lucy Ellis Allen, A.B., Smith, conducts the school. It is distinctly a family and home school where girls receive much individual attention. See p. 570.

Mount Ida School for Girls, Newton, established and owned by Mr. and Mrs. George Franklin Jewett, is now in its eighteenth year. It is a finishing school, attracting, partly through extensive advertising, about one hundred girls from all parts of the country.

Miss Faulkner's House of Education for Girls, Dedham, is a small boarding school with a larger day department patronized largely by the representative families of Dedham. Miss Frances L. Faulkner is English both by birth and training, and the school is modeled largely after the English girls' schools. She gives much attention to personal development of pupils who do not go to college.

Quincy Mansion School, Wollaston, was established in 1895 by the well-known New England educator, Horace Mann Willard, whose widow is the principal. The school offers both preparatory and special courses.

Hathaway House, Milton, offers resident accommodation for eighteen girls in attendance at Milton Academy. It is under the supervision of the academy though not a part of it. Since 1901 the academy has maintained a separate department attended by over forty girls above the primary grades.

Howard Seminary, West Bridgewater, established in 1867, was long under the management of Miss Sarah E. Laughton and closed in 1914. In 1915 it was reorganized and reopened under the management of Mr. and Mrs. C. P. Kendall as a country boarding school for girls.

Standish Manor School, Halifax, twenty miles from Boston and twelve miles from Plymouth, is a home school for backward girls where they may receive special attention. Opened as the Ivy Lodge School at East Orleans a few years ago by Mrs. Ellen C. Dresser, its growth necessitated its removal to its present home.

Resthaven, conducted by Miss Catharine Regina Seabury since 1912 on her farm at Mendon, one hour from Boston, is limited to fifteen girls. Miss Seabury, the daughter of the Rev. Samuel Seabury, editor of *The Churchman*, studied at Bryn Mawr College and Radcliffe, and was twelve years head of St. Agnes, an Episcopal school at Albany.

House in the Pines was established six years ago by Miss Gertrude E. Cornish, at Norton, where proximity to Wheaton College offers opportunities for lectures and concerts. Miss Cornish, who was previously a teacher at Farmington, is a young woman especially fitted to win the admiration and comradeship of her pupils. The forty resident pupils come from widespread regions. The elementary department under the direction of Miss Harriet Huson has applied new and original ideas.

Marycliff Academy, Arlington Heights, is a Catholic boarding school for girls but students of all denominations are welcomed.

It was first opened in 1913 in the old "Robbins Spring Hotel." It is conducted by the Sisters of Christian Education, a teaching order founded in 1817.

Bradford Academy, the oldest institution in New England for the higher education of women, was established in 1803 by the parishioners of the Congregational church of the town of Bradford and until 1836 was coeducational. The school has been fortunate throughout its history in having on its board of trustees men and women of unusual capacity and devotion to the interests of Bradford. Alice Freeman Palmer long took an active interest which is continued today by her husband, Professor George Herbert Palmer, and by the present treasurer, Lewis Kennedy Morse. The strong personality of Miss Laura A. Knott, A.M., the principal since 1901, is stamped on the life and work of the school. Preparation for the leading colleges is especially accented though the other phases of school life are not neglected. The unusual advantages of Bradford early drew students from all over New England, but for many decades the patronage has been national. During the century and more of its existence over seven thousand students have attended the school. At present there are one hundred and forty-five students guided by a large and efficient faculty. Superior advantages are made possible at a moderate price through an endowment generously contributed by friends since the beginning and by its exceptionally strong management. See p. 573.

Whittier School, Merrimack, named for the Quaker poet, whose home is two miles distant, has been maintained since 1893 by Mr. and Mrs. Wm. M. Russell. Mrs. Annie Brackett Russell is a graduate of Boston University and for seventeen years has been assisted by her sister, Miss Brackett. The school makes no pretenses, but offers a quiet, pleasant home life, with college preparation for those who desire.

Abbot Academy was founded in 1829, the first incorporated school in New England solely for the education of young women. It is at Andover, which has long been an educational center, twenty-three miles north of Boston. Abbot has been fortunate in having a succession of strong and able women as its principals, who have always maintained high educational ideals, inspiring the students and helping them to do most efficient work. The strong influence of Miss Emily Means, principal for many years until her retirement in 1912, still remains with the school. The present principal, Miss Bertha Bailey, formerly of the Taconic School, has in her five years of office ably maintained its standards. The school is rich in traditions and endowments, and has a large body of loyal alumnae. A democratic spirit prevails among the one hundred and forty girls, who are drawn largely from New England.

Rogers Hall, Lowell, occupies the old Colonial mansion and estate of Miss Elizabeth Rogers who gave it, together with a generous endowment, for that purpose. The school was created by Mrs. Underhill and since her retirement in 1910 her sister, Miss Olive S. Parsons, A.B., Univ. of Chicago, long associated with her, has been the principal. It offers college preparatory and academic work and specializes in music and the household arts. See p. 571.

Thenford, The Concord School for Girls, Concord, formerly Miss White's, was taken over in 1914 by Miss Marianna Woodhull, A.B., Smith; A.M., Columbia. Her broad training and social experience enable her to maintain high scholastic standards and a home of quiet dignity, simplicity, and charm.

The Sea Pines Home School for Girls, Brewster, Cape Cod, has been conducted by the Bickfords since 1907. The Rev. Thomas Bickford, formerly a Congregational minister in Cambridge, and Mrs. Bickford, together with their two daughters, Miss Faith and Miss Addie, all play a part in the school life. It is an unusual school, giving latitude for the development and play of personality. There is an atmosphere of enthusiasm and affection, so that it seems quite natural to hear the girls address the principal and his wife as "father" and "mother." Girls may follow any line of study, music, domestic science, physical culture, or college preparation.

The Bancroft School, 111 Elm St., Worcester, was organized in 1900, and two years later was incorporated with the assistance of prominent residents of Worcester. The academic department is limited to girls. Miriam Titcomb, B.L., Smith, became the principal of the school in 1915.

The Brookfield School is an open-air school at North Brookfield opened in 1914 by Miss Helen and Miss Marion Cooke, both graduates of Wellesley, who for years had been teachers in the Worcester High Schools. It is a small, personal school with home atmosphere and life in the outdoors. See p. 572.

The MacDuffie School, Springfield, which has been conducted by Dr. and Mrs. MacDuffie for about twenty-five years, has justly won a reputation for the soundness of its academic work. As a result it is frequently recommended by the authorities of Smith College, for which it especially prepares. It continues the traditions, in a way, of the school long conducted by Mrs. MacDuffie's father at Greenfield. The strength of the school lies in the combination of Mrs. MacDuffie's love of teaching and Dr. MacDuffie's discernment in administration. The day school of forty and the thirty resident pupils, who come from all parts of the country, receive a sound training in the friendly atmosphere of a home. About one fourth of the girls enter college, chiefly Smith.

The Mary A. Burnham School, Northampton, was established in 1877 at the suggestion of President Seelye of Smith College, as a preparatory school for Smith. From the first Miss Bessie T. Capen was financially interested with Miss Burnham and in 1880 became associate principal. On Miss Burnham's death in 1885 Miss Capen continued the school until 1904 as The Burnham School. It was known as the Northampton School for Girls until 1909 when the Burnham heirs, represented by Miss Martha C. Burnham, sister of the founder, resumed the former name, establishing a separate school in the Burnham House. Miss Helen E. Thompson, head mistress since that time, has been connected with the school since 1879. Miss Thompson's conscientious interest and devotion to the school has been recognized in giving her complete control and responsibility. There is an alumnæ association of three hundred. Over seven hundred girls have lived in Burnham House. See p. 574.

Miss Capen's School, Northampton, in proximity to Smith College, is one of the best known preparatory schools for it. About half the girls take the college preparatory course, the others general studies. Miss Capen, though associated with Miss Burnham from the foundation of this school in 1877, was for a time an instructor in chemistry at Wellesley and Smith Colleges. In 1909 at the time of the division of what was then known as the Northampton School for Girls many of the faculty remained with Miss Capen and she retained some of the more modern buildings. Miss Bessie F. Gill and Miss Louise Capen, both graduates of Smith College, assist in the management. The alumnae of the school are loyal and return to their reunions with enthusiasm.

Northfield Seminary in the village of East Northfield, just across the Connecticut river from the Mount Hermon School, is under the control of the same board of trustees. Both institutions owe their origin to the great revivalist, Dwight L. Moody. The seminary was founded in 1879 and incorporated in 1881. It has an endowment of nearly a million, and as the girls perform a large part of the domestic work, cost of board and instruction is kept very low. The school successfully meets a special need in offering educational opportunities to earnest, eager girls of limited means to secure an excellent education. Charles E. Dickerson, M.S., is the principal. The student body of six hundred and thirty-five is national and international, many pupils being sent from abroad by missionaries.

Miss Hall's School is pleasantly located on the outskirts of the city of Pittsfield. In the last sixteen years the school has grown from modest beginnings through Miss Hall's administrative genius, until it has won national reputation and patronage. The school centers about her personality and embodies her educational and social ideals. Miss Hall has been successful in impressing her ideals of American womanhood upon the girls who come under her influence. A discriminating standard of admission has always been maintained, and the endorsement of friends or patrons is required before a girl will be considered as a candidate.

RHODE ISLAND

Lincoln School for Girls, established in 1884 and incorporated in 1912, is a resident and day school on the outskirts of Providence combining the advantages of the city and country. Miss Frances Lucas, A.B., Wellesley, is the principal. In addition to the lower school there is a college preparatory course and a general course with a large number of electives.

The Mary C. Wheeler Town and Country School, established in Providence in 1889, is a resident school with a large farm half an hour by auto omnibus from the city school. Here week-ends are spent and facilities afforded for experimental work in horticulture and domestic science. Miss Wheeler spent six years studying art in Paris. Thus she is able to offer special opportunities for art study in addition to the usual courses. The college preparatory course is maintained at high efficiency. Courses in horticulture, agriculture, and domestic science are especially emphasized for girls not going to college. See p. 577.

Tolethorpe, a boarding and day school, was opened in Newport in 1914 by Miss S. Alice Browne, founder and former principal of the Classical School for Girls, Boston, and Miss Ethel K. Simes-Nowell. It offers college preparatory and general courses.

CONNECTICUT

Miss Porter's School, Farmington, near Hartford, began in a small way in 1844, centering around the personality of Miss Sarah Porter, a sister of President Porter of Yale. This remarkable woman gave her whole life to the school up to the time of her death in 1900 at the age of eighty-seven. Her fame as a teacher as it became more widely appreciated drew to her increasing numbers from which she selected the best material. "Her impress upon her long line of pupils was the result of her own unusual character. She gave to hundreds of the best-born women of the land that poise and stability of character, that combination of learning and good manners, which is a mark of the noblest American womanhood." In its long history Miss Porter's School has probably exerted a greater influence on American womanhood than any other educational institution except perhaps Mt. Holyoke under Miss Lyon. On Miss Porter's death her nephew, Robert Porter Keep, became trustee of the school, which since his death has been under the able administration of Mrs. Keep, who had herself been a pupil of Miss Porter. Mrs. Keep died in the spring of 1917.

The Oxford School is a day school established in 1908 for the well-to-do residents of Hartford. Miss Mary E. Martin, the principal, holds to conservative views of education for girls. There are about fifty day pupils in the primary, lower, and upper schools. A small number of boarding pupils are accommodated.

The Campbell School, Windsor, succeeded in 1903 the Hayden Hall School established in 1867. It is conducted by Dr. A. H. Campbell, A.B., Dartmouth '77, A.M., '80, and Mrs. Campbell, who offer complete courses at a moderate price. For forty-one years Dr. Campbell has been engaged in New England education. There is an elementary department open to girls as young as eight years.

"Wykeham Rise," Washington, was established in 1902 by Miss Fanny E. Davies, an Englishwoman, who received her degree at St. Andrews. The school has been successful, enlisting a widespread and exclusive patronage. There are about fifty resident pupils, and college preparation is accented chiefly for Bryn Mawr, though many other colleges are represented among its alumnae.

St. Margaret's School, Waterbury, established in 1875, is an Episcopal boarding and day school under a board of trustees of which the Bishop of Connecticut is the president. Miss Emily Gardner Monro, A.B., Brown, who became principal in 1909 when its fortunes were ebbing, has been most successful in building up the school both in numbers and prestige. Today there is a day school of seventy-five and about fifty boarding pupils who come from the eastern and middle western states. Miss Monro has made intimate friends of the girls and makes the school in every way a home center. About one fifth of each graduating class now enter college. The five hundred alumnae are organized into an active association.

Westover, a country boarding school for girls near Middlebury, has attained a reputation of social prestige and exclusiveness. It was established and incorporated in 1909 by Miss Mary Robbins Hillard with the assistance of wealthy friends of social prominence. Miss Hillard was for six years a teacher at Miss Porter's School, Farmington, and from 1891 for eighteen years principal of St. Margaret's School in the adjoining town. The school offers a well-rounded training for social requirements and college preparation for those who wish. There is a yearly graduating class of about forty, of whom six or eight enter college. The patronage, though strongest from the eastern states, represents all parts of the United States.

The Phelps School, established twelve years ago at Wallingford by Mrs. Phelps, moved to Mt. Carmel in the fall of 1916. It is a small boarding school emphasizing college preparation now owned by Miss Florence M. and Miss Alice E. Peck.

The Gateway is a day school for the cultured and wealthy families in New Haven, and provides for education from kindergarten to college. Little boys are admitted to the kindergarten and elementary departments. Miss Alice E. Reynolds, the principal who established the school, was formerly a teacher in Miss Porter's School at Farmington, and is a strong supervisor with administrative and executive ability. There is provision in the residence for about twenty boarding pupils.

Hillside, Norwalk, is a day and boarding school established in 1883 by Mrs. Elizabeth Hyde Mead. The school today, however, is the result of the capable and able teaching of Miss Margaret Brendlinger, A.B., Vassar '95, the principal since 1908, who had also previously been an instructor in this and other schools. In 1910 Miss Vida Hunt Francis, of Smith, became associate principal and joint owner. The school is pre-eminently one for college preparation and has been especially successful with pupils needing special training in methods of study. Several of the colleges have frequently sent girls to the school for special coaching. While college preparation is thus emphasized, the general course is also maintained at a high level. In September the school will open a new course in household science, giving the girls in this course practical training in a separate house, the Lodge. The close personal contact between faculty and pupils and the simplicity and sincerity of the life make the school excellent. See p. 575.

Miss Low and Miss Heywood's School, Stamford, was established in 1865 by Mrs. C. E. Richardson, an Englishwoman of wide educational experience, and was modeled after the best of the English private schools for girls. In 1883 the school came under the management of the present principals, Miss Low and Miss Heywood, who have continued, so far as practicable, the policies and ideals of the founder. The school has recently been moved to Shippan Point, Stamford, on the Sound, where there is room for more outdoor life. The resident pupils come from leading families throughout the country, while the day department is well supported by the families of Stamford.

Rosemary Hall, a college preparatory school for girls at Green-

wich, prepares for all colleges and especially for Bryn Mawr. It was founded by Miss Caroline Ruutz-Rees at Wallingford in 1890 and moved to Greenwich in 1900. Dr. Ruutz-Rees is an English-woman much interested in intellectual activities, who has taken degrees at St. Andrews and Columbia and has lived in the United States since 1883. Since 1909 Dr. Mary E. Lowndes, graduate of Girton College, England, and Litt.D., University of Dublin, has been associated with the school, becoming joint head mistress in 1911. Several of the teachers are English and the school conforms in many ways to English ideals. In 1914 Miss Anna Ryan, A.B., Smith, formerly head of the Villa Dupont School of Paris, joined the school as associate head. The patronage is largely from the wealthy families of New York and all over the country.

The Ely School, Ely Court, Greenwich, formerly in New York City, was founded by Miss Sara Ely, Miss Elizabeth Ely, and Miss Mary Boies Ely. The strength of the school has been due to the differing personalities of these sisters, each of whom exerts a strong influence in her own department. The relation between them and their pupils is intimate. When Miss Sara Ely was married to Mr. Parsons, the school was removed to its unusually attractive new site and new buildings, and Mr. Arthur H. Ely, A.B., Yale, joined its staff. After the death of her husband Mrs. Parsons returned to her old place in the school, and Miss Mary B. Ely became head of the Ely Junior School for girls under fifteen. The standard of admission is discriminating, and the patronage includes prominent families in every section of the country. During recent years many girls from New York and vicinity and from the South have been among the students. See p. 575.

Miss Howe and Miss Marot's School, Thompson, in northwestern Connecticut, was established in Dayton, Ohio, in 1905, and moved to its present home in 1913. Miss Howe was trained at Mt. Holyoke and in France, Miss Marot was educated at Wellesley and at Chicago University. Both were instructors in Miss Porter's School at Farmington. The school offers an unusually broad curriculum.

Wheeler School, North Stonington, is a small boarding and day school of local patronage for boys and girls. Founded by Miss Jennie Wheeler and endowed by her brother, it is now under a board of directors. In addition to college preparation, courses are offered in agriculture and domestic science. The principal, Royal A. Moore, is a graduate of Harvard '05.

MIDDLE STATES AND MARYLAND

NEW YORK

NEW YORK CITY

The Spence School for Girls, 30 W. 55th St., has enjoyed high social prestige since its establishment in 1892. Miss Clara B. Spence graduated from Boston University in 1879 and afterwards studied in London. Miss Spence is an educator of strong and gracious personality, and, with the implicit confidence of her patrons, has been able to live uncompromisingly up to her ideals. A high

standard of scholarship is maintained in intermediate, college preparatory, and finishing courses. There are about three hundred girls in attendance, largely day pupils from the exclusive families of New York City. Admission to the school is so eagerly sought that there is a waiting list. The resident pupils come from wealthy families of all sections, who appreciate the social and academic advantages of the associations the school offers. The alumnae are loyal and universally proud of their school. See p. 583.

Miss Chapin's School, 32 E. 57th St., was established many years ago by Miss Maria Bowen Chapin as a primary school. It has met with merited success and won the highest reputation through the character of its work and has developed into a large day school. There are little girls and boys in the kindergarten and primary grades and the upper school provides finishing and college preparatory courses. Miss Chapin is a woman of very high ideals, gentleness and modesty, who has won and holds a clientele among the best families of the city so that her lists are always filled. Afternoon play and work are provided.

Mrs. Randall-MacIver's School, 37 E. 60th St., is for all ages. Until her marriage it was conducted as Miss Davidge's Classes. College preparation is undertaken, but the special feature of the school is the informal classes in history, literature, art, and current events. Weekly visits are made to the Metropolitan Museum for the study of art. Mrs. Randall-MacIver's personality with her rare gift of expressing the rich fruitage of her unusual mind have brought her a well-established and desirable clientele.

Miss Louise F. Wickham, 338 Lexington Ave., has for twenty-three years maintained her school in the old Wickham homestead, affording an intimate home life and chaperonage for ten to fifteen girls who wish the advantages of residence in New York and opportunity for special study along varied lines. Some of these girls attend such day schools as Brearley.

The Lehman-Leete School, 17 E. 60th St., is the direct successor of the School for Girls established by Dr. Sachs in 1891. Dr. Sachs, now of Teachers College, gave up secondary school work in 1907, turning over the school to Charles H. Leete, A.B., Yale '79, Ph.D., who had been associated with the school since 1881. In 1916 Eugene H. Lehman, A.B., Yale '02, A.M., '08, became associated with Dr. Leete as Director, and Miss Elizabeth M. Griffith, A.B., Bryn Mawr, head mistress. The school is college preparatory for day pupils only. Its graduates have entered Barnard, Vassar, Smith, Bryn Mawr, and Teachers College. Little boys are admitted to the elementary and Montessori classes. The patronage is principally drawn from Jewish families.

The Brearley School, 60 E. 61st St., was established in 1883 by Samuel Brearley, a Harvard man who had studied in England, for the purpose of providing a more substantial school for girls and more thorough preparation for college than the schools of the time offered. At his death in 1886 the school was continued by its patrons and has since 1912 been administered by a board of trustees, the members of which are men and women prominent in New York educational and financial circles. It is exclusively a day school, perhaps foremost

among the college preparatory schools of New York, both in thoroughness and in the number of girls prepared for college. Three hundred and seventy girls from New York upper class families are in attendance. From 1887 until his death in 1915 James G. Croswell, Harvard '73, was head master. Mr. Croswell was an educator of the first rank and maintained the highest educational standards. Carl Van Doren, Ph.D., became head master in 1916.

Miss Fawcett's School for Girls, 127 E. 61st St., is a finishing and college preparatory school with facilities for day and boarding pupils. Miss Fawcett studied at the University of Lausanne, the Sorbonne, and Oxford University.

Miss Hopkins' School for Girls, 122 E. 64th St., is a small day school of high ideals maintained by Miss Emma B. Hopkins, B.S., Columbia, which appeals in a lesser degree to the same clientele as Miss Chapin's.

Mrs. Cooper Hartman's Twentieth Century Classes for Girls, 17 W. 60th St., offer as nearly as possible the equivalent of foreign travel for girls over eighteen,—morning school work with French conversation and afternoons of sight-seeing, visits to galleries, outdoor sports, with evenings of opera and the theater. For younger girls needing a more restricted academic life and for week-ends a country house at Chappaqua offers an attractive feature.

The Comstock School for Girls, 52 E. 72d St., was established in 1862 by Miss M. Louise Comstock, who retired in 1885. Miss Lydia Dwight Day, who has continued the school for thirty-two years, is now principal emeritus and Miss Mabel L. Foster the active head. Mrs. E. Russell Houghton of the Knox School was associated with Miss Day from 1906 to 1911. In 1912 on its fiftieth anniversary the school moved to its attractive new home. It is a day school with a limited number of boarding pupils. The school numbers among its alumnae Mrs. Shepard (Helen Gould) and Mrs. Theodore Roosevelt.

The Deverell School for Girls, of Paris, is during the War located at 57 E. 74th St. Music is a feature and French is the language of the school, spoken at all times. Miss Frances E. Deverell has had both broad training as a pianist and experience as a teacher.

The Finch School, 61 E. 77th St., is a boarding and day school established in 1900 by Mrs. John O'Hara Cosgrave, A.B., Barnard '93, LL.B., New York Univ. '98. Under Mrs. Cosgrave's sincere and forceful personality the school has been eminently successful and draws its clientele from well-to-do families in all parts of the country. Intended primarily for older girls who had completed the more disciplinary work of their earlier school years and were ready for the advantages, musical, artistic, and dramatic, of a large city, it has since enlarged its scope. A thorough college preparatory course is given by college trained women. Since 1913 there have been given courses in secretarial training, household arts, pottery, bookbinding, and interior decorating. In 1916 The Lenox School was opened, a separate unit for younger girls and boys in the lower grades in its own building, 52-54 E. 78th St. It provides two Montessori rooms and complete grade and high school departments. See p. 582.

The French School for Girls, Miss McClellan and Miss Williams'

School, 24 E. 94th St., was opened three years ago as a finishing school to take the place of a foreign school. French is the spoken language. Miss Louise McClellan has had a broad experience in teaching at Farmington and other girls' schools. Both she and Miss Margaret F. J. Williams were for a time at Miss Head's School, California, and later at Briarcliff Manor.

The Gardner School, 11 E. 51st St., was established in 1857 by the Rev. Charles Huntington Gardner, but since 1910 has been under the management of Miss Louise Eltinge, Teachers College '05, and Miss M. Elizabeth Masland, Bryn Mawr '01. There are about one hundred girls in attendance, one fourth of whom are resident pupils from upper class families of all sections of the country. Scholarship, social life, and home atmosphere are all featured. Since 1916 the school has occupied its modern residence. See p. 579.

Miss McFee's School for Girls, 152 W. 72d St., has been conducted since 1895 by Miss McFee, who has since been principal. Associated with her are Miss A. McFee, M.D., C.M., Trinity, and Miss Donalda McFee, A.B., McGill; Ph.D., Zurich. The school offers work from kindergarten through college preparation to both boarding and day pupils.

Mrs. Isabel D. Coates receives in her home, 228 W. 72d St., a small number of girls who wish to study art, music, and the languages. Miss Weaver, formerly of a girls' school in Munich, has recently become associated with the school.

The Veltin School, 160 W. 74th St., for day pupils only, was established in 1886 by Mlle. Louise Veltin, who now has associated with her as assistant principal, Mrs. Sprague-Smith, and is a school of high academic standing. It has an established reputation for thoroughness in preparing for Vassar, Bryn Mawr, and Barnard, which girls have entered in about equal numbers. The teaching of French and art in this school is especially noteworthy.

The Rayson School for Girls, 164-168 W. 75th St., was established twenty-two years ago by the Rayson sisters, who were English. In 1914 on inheriting wealth they retired and the school was taken over by Miss Clara I. Colburne, A.B., Univ. of Vermont, and Miss Martha K. Humphrey, A.B., Smith, formerly principals of Rowland Hall, Utah. It is a day school, but the principals receive in their home twelve resident girls. It offers the usual general courses including post-graduate work and college preparation. About one half of each graduating class enter the leading colleges, particularly Vassar and Bryn Mawr.

New York Collegiate Institute, Miss Mary Schoonmaker's School for Girls, 345 West End Ave., has for twenty-eight years provided courses from kindergarten through college preparatory and finishing work. The teachers are mostly college graduates and five have been with the school for over sixteen years.

The Semple School, 241 Central Park West, has been maintained as a day and boarding school since 1898 by Mrs. T. Darrington Semple. It is a well-known and high-class finishing school, having a fashionable patronage largely from out of town, its girls coming from both South and West.

The Benjamin School for Girls, Riverside Drive near 86th St., a

home and day school, was established by Mrs. Maurice C. Benjamin, A.B., A.M., Syracuse, in 1905. The school is patronized by girls from the leading Jewish families of the United States. A specialty is made of preparation for college. The school maintains a high academic standing and offers excellent advantages in music.

Alcuin Preparatory School, 15 W. 86th St., is a large day school with a competent faculty of twenty, offering courses to meet the needs of all classes of girls. The principals are Miss Blanche Hirsch, B.S., and Miss Grace H. Kupfer, A.M.

Institut Tisé, 310 W. 88th St., founded in 1893 by the present principal, Madame Henriette Tisé, a graduate of the University of France, is a day school offering courses from kindergarten through college preparatory.

St. Agatha, 553 West End Ave., was established as a separate Church school for girls in 1898 by the corporation which has existed since 1827 under the name of the New York Protestant Episcopal Public School and which administers Trinity School. St. Agatha is a day school. Miss Emma G. Sebring, A.B., Smith '89, for three years a member of the faculty of Teachers College, has since 1898 been the principal and maintains a high standard of excellence.

De Lancey School for Girls, West End Ave. & 98th St., was established by Miss Amelia De Lancey, its present principal, in 1876 and has been in its present location for the last nine years. Miss Mary McNear Wolt is the associate principal. The school has been long under one management and as one might expect is conservative in spirit, retaining the best of the earlier methods and adopting the valuable and practical in the modern. Young girls here receive sympathetic and motherly attention. The departments range from kindergarten and primary grades to college preparation. There are also classes in which boys are prepared for the grammar departments of all boys' schools.

Hamilton Institute for Girls, 326 W. 90th St., of which Mrs. N. Archibald Shaw, Jr., a teacher of thirty years' experience, is the principal, was established in 1903 as a result of the success of the Hamilton Institute for Boys established by her husband ten years previously. It occupies a separate but adjoining building. Girls have been successfully prepared for the leading colleges.

The Scudder School for Girls, 59 W. 96th St., became so known in 1912, an older school established in 1895 having been taken over by Myron T. Scudder the previous year. Mr. Scudder brought to the school a varied educational experience, having been successively a teacher, a Regents' Inspector, a State Normal School principal, and professor of education at Rutgers. Mr. Scudder is a man of great energy and very progressive ideas who is offering the kind of education for which there is need and demand. The school has come to be known as an efficiency center. It has many departments and offers the greatest variety of courses,—elementary, high school, and secretarial. The residence for boarding pupils is under the charge of Mrs. Scudder. See p. 580.

Home School for Girls, 320 W. 107th St., conducted by Miss Helen C. Macintyre and Mlle. J. Talguen, offers courses in French

and special studies for girls desirous of the advantages of New York City.

The Horace Mann School, Broadway and 120th St., under the control and management of Teachers College, Columbia University, comprises a six-year high school for girls, and an elementary school and kindergarten for both boys and girls. It was established in 1887 as a coeducational school in connection with the work of Teachers College. In 1914 the older boys were withdrawn to form a Horace Mann School for Boys, which is now located at Fieldston. The school as at present constituted has about eight hundred pupils, two hundred and fifty of whom are boys under the age of twelve. The Horace Mann School offers a broad education along modern lines, and has a large staff of experienced teachers. About sixty per cent of the girls prepare for college. Henry Carr Pearson is the principal. See p. 582.

The Barnard School for Girls, 421 & 423 W. 148th St., is one of the group of four schools established by William L. Hazen and Theo. E. Lyon in 1896. It is a large local day school at a low price, having an attendance of one hundred and fifty girls and about forty little boys in the elementary department. Miss Katharine H. Davis is the principal. Physical education is emphasized.

Riverside School, 879 West End Ave., now in its tenth year, was formed by the union of two separate schools conducted by the present co-principals, Miss Marion Lighthipe and Mrs. Pauline W. Sharpe. It is a day school for pupils from kindergarten through the high school grades. Little boys are taken through the fourth year of the elementary school.

Ursuline Academy, 1032 Grand Concourse Ave., cor. 165th St., is a small boarding and day school chartered by the Regents of the State of New York. About eighty-five girls attend the school at moderate cost.

Scoville School, 2042 Fifth Ave., has for twenty years been maintained by Mrs. Helen M. Scoville, Mills College, at its present location above Mt. Morris Park. The school originated as early as 1882 under Miss North, who was succeeded by Miss Edith Gregory. The school was then purchased by Mrs. Scoville and until twelve years ago was known as the Classical School for Girls. Previous to 1893 Mrs. Scoville was for eight years engaged in teaching in California. Miss Rosa B. Chisman, Cornell, is associate principal and head of the lower school. Pupils come from all over the country.

Miss Bangs and Miss Whiton's School for Girls, Riverdale Ave. near 252d St., was first opened in 1890 and continued until 1900, when they accepted the principalship of the National Cathedral School in Washington. In 1906 they resigned and reopened their school in New York on Madison Ave., removing three years later to their present site in the country between the Hudson river and Van Cortlandt Park. The school offers all the facilities and advantages of a country day school in a beautiful situation and still accessible to New York. The resident pupils come from many states and there is a large department for day pupils of New York City. See p. 578.

Academy Mount Saint Vincent, on the Hudson in the suburbs of

New York City, is a convent boarding school maintained since 1847 by the Sisters of Charity. Miss Alice Granahan is the principal.

The Brooklyn Heights Seminary, 18 Pierrepont St., is a day school for girls and small boys which provides instruction from Montessori through the high school grades. Established in 1851 by Alonzo Gray, the school was incorporated by its patrons in 1903, and Miss Ellen Y. Stevens, Ph.B., Univ. of Chicago '00, for ten years in the Horace Mann School, has since been principal. Miss Stevens is now assisted by Miss Flora Greer, A.B., Vassar. The Montessori and primary classes recite in the open air.

The Packer Collegiate Institute, 170 Joralemon St., on Brooklyn Heights, offers elementary and secondary instruction as well as a two-year college course. The academic department with four hundred and seventy day scholars is the largest. There are over one hundred and fifty in the elementary department and about one hundred in the collegiate. In its long history the school has played an important part in the education of Brooklyn families. It opened in 1854 and was named in honor of Mrs. H. L. Packer who gave money for the new building, but it occupies the site of the Brooklyn Female Academy organized by public-spirited citizens in 1845. It is administered by a board of trustees. Edward J. Goodwin, A.B., Bates '72; L.H.D., Amherst '05, who had had a long previous experience in varied educational capacities, has been principal since 1908.

The Berkeley Institute, 181-191 Lincoln Pl., Brooklyn, a day school, was incorporated in 1886, and is under a board of trustees. Henry White Callahan, A.B., A.M., Hamilton; Ph.D., Rutgers, principal since 1909, has recently been succeeded by Miss Ina Clayton Atwood, A.B., Mt. Holyoke '04, A.M., Radcliffe.

Cathedral School of St. Mary, Garden City, is maintained by the Chapter of the Cathedral of the Incarnation. It was opened by the Bishop of the diocese in 1877, and the present main building was erected in 1892 as the gift of Mrs. A. T. Stewart. It is both a boarding and day school, with religious instruction in all grades. Since 1910 Miss Miriam A. Bytel, A.B., Radcliffe '95, has been the principal. For nine years previously she had been connected with the Cambridge School for Girls. Under her administration standards have been raised and a larger proportion of the girls prepare for college. The school also offers general and advanced courses for those who do not wish to go to college. See p. 585.

Hewlett School for Girls, Hewlett, on the south shore of Long Island, is a country day and boarding school opened in 1915. Mrs. Charles A. Noble, Miss Eugenia G. Coope, and Miss Marian Noble are the principals.

The Manor School, at Larchmont Manor, maintained by the Misses Mary E. Hull and Grace Huntington, is a day school with a small boarding department. Boys are admitted to the primary department of the day school. The school cooperates with Cours Dwight in affording a final year of five months in Paris and three months in European travel.

Oaksmere, Mrs. Merrill's School for Girls, was opened in 1906 at New Rochelle and in 1914 moved to its new site at Mamaroneck where it occupies a former residential estate on the shore of the

Sound. Mrs. Winifred E. Merrill, A.B., Wellesley; Ph.D., Columbia, is a woman of great personal charm and an unusually capable business executive. Miss Isabella Starr, A.B., Vassar, is dean of the school and is assisted by an excellent staff of teachers.

Rye Seminary, an old established school, one hour from New York, is a boarding school for about fifty girls, with a large day school, emphasizing college preparatory work. The school was begun by Mrs. Susan J. Life in 1856 and she still remains an inspiring factor in the life of the school. More than a thousand loyal alumnae have come under her influence. Since 1870 the school has been located at Rye under its present name. Of recent years the conduct and management of the school have largely fallen to the Misses Stowe, Miss Mary G. and Miss Harriet T., who act as principals. About twenty-five per cent of the girls enter the leading colleges each year.

The Halstead School, a day school of local patronage maintained by an association of citizens of Yonkers, includes a senior school for forty girls and a junior school for about fifty little girls and boys. It was established as early as 1874 and was incorporated in 1896. The principal is Miss Mary S. Jenkins.

Brantwood Hall occupies an attractive site at Lawrence Park, Bronxville. It was established by Miss Mary Talulah Maine, A.B., Wellesley, in 1905, who in admiration of Ruskin named the school for his old home. It is both a boarding and day school, many of the resident pupils coming from the West.

Chappaqua Mountain Institute, Valhalla, twenty-five miles from New York City, was established in 1871. In its long and varied history it has been coeducational until recently. Charles R. Blenis is the director.

The Tewksbury School for Girls, Scarsdale, was established by Mrs. William D. Black as the Ingleside School at New Milford, Conn., in 1892. It has recently been taken over by the Misses Tewksbury with the financial support of friends of the school. Miss Edith Tewksbury is a Wellesley graduate but the academic work is under the direction of Arthur Eneboe. In 1915 the school was removed to its present site.

The Misses Masters School, commonly referred to as "Dobbs Ferry," is a boarding school founded in 1877 and since maintained by Miss Masters and Miss Sarah W. Masters. It is a school of the highest social prestige which zealously maintains an exclusive atmosphere, so that admission is eagerly sought. Nearly two hundred girls, however, are annually admitted, one hundred and sixty of whom are in the boarding department, housed in separate cottages. To the small lower school a few little boys are admitted. While not a college preparatory school a high standard of scholarship is maintained and great stress is laid on religious training. The discipline of the school is strict though the honor system of government is emphasized.

Mrs. Dow's School, Briarcliff Manor, is exclusively a boarding school with a lower school for younger girls. Mrs. Dow was long associated with Miss Porter at Farmington and after Miss Porter's death was in charge of the school for two years. In 1902, associated with Miss Mary Alice Knox, former pupils, and members of the fac-

ulty of Farmington, she established this school. Mrs. Dow's management insures a happy school life for her girls with many social advantages and diversions. The popularity of the school attracts girls from widespread regions.

Mrs. Marshall's School for Little Girls, Briarcliff Manor, has since 1908 been maintained by Mrs. Frances Scharff Marshall. It offers a pleasant home and outdoor life in the first eight years of school preparing for the leading girls' schools. Through enterprising management, excellent in every particular, the school has succeeded in building up a desirable clientele.

The Knox School for Girls, now at Tarrytown, was established in 1904 at Briarcliff Manor by the late Miss Mary Alice Knox, a woman of scholarly attainments, previously associated with Mrs. Dow in the establishment of the school at Briarcliff. On Miss Knox's death in 1911 Mrs. E. Russell Houghton, A.B., Smith, for six years of the Comstock School, New York City, took over the school. After the destruction of this plant by fire in 1912 Mrs. Houghton incorporated the school under its present name and moved it to its present site, Brookside Park, Tarrytown. It is a home school for girls from all parts of the United States, and there is a lower school for day pupils. The school offers college preparatory and finishing courses.

Miss Mason's School, popularly known as "The Castle," has been conducted by Miss C. E. Mason since 1895 in a castellated mansion overlooking the Hudson at Tarrytown. It succeeded the school of Dr. and Mrs. Irving previously in New York City. Miss Mason was born and educated in the South and has had a long educational experience, having been for a time in charge of Brook Hall, near Philadelphia. "The Castle" is a typical finishing school attended by about one hundred and thirty boarding pupils ranging in age from seven to twenty-five who come from all over the country.

The Misses Metcalf's School for Girls, also at Tarrytown, is a home and day school of good standing, offering instruction from primary to college.

Marymount, Tarrytown, is a select school of seventy-five girls conducted by the "Religious of the Sacred Heart of Mary," but admits non-Catholics and a few day pupils. Both grammar school and academic courses are given.

Bremestead, Diamond Point on Lake George, a home and day school opened in 1915 by Miss Clara C. Dulon at Philipse Manor, moved to its present location in 1916. Instruction is individual with no regular classes, a program being arranged for each pupil. The school features dramatic and interpretive dancing, household administration, and endeavors to cultivate self-reliance and self-expression. Little boys are accepted in the lower school.

Riverhook, Nyack, provides an attractive home life for girls of all ages. It is not primarily a preparatory school but girls going to college may have special tutoring. The faculty are college trained.

The Ossining School, a boarding and day school for about seventy girls, offers instruction for all grades, including vocational courses. The school was established in 1876 by Sarah Van Vleck (Mrs. Wilson Phraner), and for a number of years Miss Clara C. Fuller and Miss

Martha J. Naramore have been the principals. The girls come from homes of refinement from widely distributed sections of the United States. A loyal alumnae association meets twice annually. Hill Top, the lower school for younger girls, is conducted in a separate house.

Drew Seminary, Carmel, was founded in 1849 as the Raymond Collegiate Institute under the auspices of the Methodist Episcopal Church. Professor George Crosby Smith was for twenty-six years the head of the school. About one half the girls enter college each year. Since 1913 the Rev. Robert Johns Trevorrow, A.M., D.D., has been the President.

St. Mary's School, Peekskill, now in its forty-seventh year, is a High Church Episcopalian school under the care of Sisters of St. Mary. The Mother Superior is a Wellesley graduate. The boarding pupils enjoy a happy home life.

Ladycliff Academy, Highland Falls, is a Catholic institution for girls from kindergarten to academic grades, but little boys are accepted in the lower grades.

Putnam Hall, Poughkeepsie, is a preparatory school for Vassar, the proximity of which enables it to keep in close touch with the college. The school is under a board of directors and Miss Ellen Clizbe Bartlett, A.B., Elmira, has been the principal since 1905 and connected with the school since 1901. It has a strong faculty almost exclusively of graduates of the leading women's colleges.

Glen Eden, an academic and collegiate seminary for girls, is a moderate-priced school for boarding pupils exclusively, receiving pupils from all over the country. Opened in 1910 by Dr. and Mrs. Frederic M. Townsend, it occupies an old estate on the highlands in Poughkeepsie. Dr. Townsend had previously had a varied experience in private schools, for a time as director of the National Park Seminary, Washington.

The Bennett School for Girls, familiarly known as "Millbrook" from its location in Dutchess County, is a fashionable school patronized by wealthy families, particularly of the eastern states. It is a large boarding school deservedly popular because of the wholesome ideals of girl-life that there prevail. Though not primarily a preparatory school, sound work is done in their six-year course and the faculty includes a considerable number of college-bred women. Miss May F. Bennett, the principal, is a woman of sensitive and penetrating personality and of real spiritual power. Her early educational inspiration came from Colonel Francis Parker, under whom she worked in the Framingham Normal School, and the school is the result of a rich educational experience. Her actuating ideal at present seems to be social service. The school is democratic and the life well-balanced. The outdoors is not forgotten.

St. Agnes School, Albany, is both a day and boarding Episcopal church school, founded in 1870 by the Bishop of the Diocese, the Rt. Rev. William Crowell Doane. The school today is under a board of trustees and board of managers of prominent church people. Miss Ellen W. Boyd, the principal since 1903, is still principal emerita, and Miss Matilda Gray succeeded Miss Seabury as head of the school in 1912. It is a school of high standards maintained at

moderate cost. The girls come from leading Episcopal families of the state.

Albany Academy for Girls was founded in 1814 as the Albany Female Academy. In its century of existence the school has several times outgrown its quarters and been forced to move. It has occupied its present site since 1893. It is a day school with accommodation for a limited number of boarding pupils. A high standard of scholarship is maintained in college preparatory work. Miss Esther Louise Camp is the principal.

Emma Willard School, Troy, has just passed the century mark, having been opened in 1814 by the co-pioneer with Mary Lyon in woman's education, at Middlebury, Vt. In 1819 an offer of financial assistance drew the school to New York and in 1821 on invitation to Troy, where it became known as The Troy Female Seminary. In the next fifty years of its existence more than fifteen thousand young women were enrolled, many of them becoming school mistresses and directors who carried the influence of the school far and wide. In 1892 the school was reorganized under its present name. The gift of \$1,000,000 of Mrs. Russell Sage made possible a new and architecturally beautiful home for the school to which it moved in 1913. There are about two hundred and fifty in attendance, about half of whom come from the region round about, and the remainder from all over the nation. Miss Eliza Kellas, Ph.B., the principal, is at the head of a faculty of thirty. See p. 581.

St. Faith's School, Saratoga Springs, is a Church school founded by Miss Eleanor Shackelford in 1890, who from that date until 1909 shared the management with Miss Beatrice Sands. In 1912 Miss Shackelford became principal emerita, since which time the Rev. H. C. Plum, A.B., Harvard, has been rector and principal. The school was established to provide for the girl of small means, and the entire cost of board and tuition is kept extremely low because of the endowment. Emphasis is placed upon intelligent work and thorough scholarship. About one fourth of the entire number enrolled prepare for college.

The Lady Jane Grey School was founded on the outskirts of Binghamton in 1883 by the late Mrs. Jane Grey Hyde. It is a boarding school attracting over sixty pupils, largely from the small cities of the state and the West. Miss Ella Virginia Jones, A.B., is assisted by the Misses Mary and Jane Hyde, co-principals.

Wallcourt, Miss Goldsmith's School for Girls, Aurora on Cayuga, was established by Miss Sarah L. Yawger as the Wells Preparatory School and is adjacent to Wells College. Since her death in 1901 it has been conducted by Mrs. Anna Goldsmith Taylor, A.B., Wells, who had previously been associated with Miss Yawger and before that at All Saints' School, Sioux Falls, S.D. Fifty of the one hundred graduates have attended college.

The Buffalo Seminary, Bidwell Parkway and Potomac Ave., established in 1851, is a day school for girls having the patronage of the leading families of Buffalo. Miss L. Gertrude Angell, A.B., Wellesley '04, has been the principal of the seminary since 1904. The standards of scholarship are high and two thirds of the girls take the college preparatory course and enter the leading colleges.

The Elmwood School on Bryant Street is the elementary department for little boys and girls and for girls alone through the ninth grade. Miss Charlotte K. Holbrook is the principal of this school.

The Franklin School, 126 Park St., Buffalo, is a girls' school, coeducational through the fifth grade. Its strength in numbers is in the lower rather than the upper school. The work is of high standard with emphasis on the classics. Miss Bertha A. Keyes, Smith, is the principal.

The Park School, 1224 Main St., is an open-air school for young boys and girls. Miss Mary H. Lewis is the principal.

NEW JERSEY

Dwight School for Girls, Englewood, was established in 1859. It combines the features of a college preparatory and a finishing school. The school accommodates fifty resident pupils and twice as many day pupils. It aims to give them a happy homelike life, to cultivate self-respect and self-control with only the most necessary restrictions. The surroundings offer every incentive to outdoor sports and pleasures. There is a primary department for girls from six to ten. The graduates are organized into an alumnae association of three hundred members. Miss Euphemia Creighton and Miss Ellen W. Farrar are the principals. See p. 585.

Dearborn Morgan School, Orange, now in its forty-ninth year, is a large day school for girls admitting boys through the fifth year of the elementary department. The academic course offers college preparation and about one fourth of the graduates have entered the leading colleges. The school holds a place of importance in the community. The principals are Miss Caroline R. Clark and George L. Shelley.

Miss Beard's School for Girls, Orange, was established by Miss Lucie C. Beard, the principal, in 1892. It is a large finishing and preparatory school, well organized, with all the usual departments under a strong faculty of college women. The course of instruction covers all grades from Montessori upward. College preparation is the especial feature of the school, but there are also courses in music, art, and domestic science. See p. 584.

Kent Place, Summit, is a working school, providing sound academic training from primary through college preparatory work. It was established in 1894, and two years later Mrs. Sarah Woodman Paul and her sister, Miss Anna S. Woodman, both graduates of Wellesley, took charge of it. The school has had a continuous and wholesome growth, and its boarding department attracts students from all over the country. Resident accommodation is limited to forty girls who live in a home removed from the school rooms. The school is now maintained by the Summit School Company of which the late Hamilton W. Mabie was president for over twenty years. See p. 584.

Vail-Deane School, Elizabeth, is a growing school now in its forty-eighth year. It is a day school and accommodates one hundred and fifty in departments from primary to college preparation. Miss Laura A. Vail is the principal.

The Hartridge School, Plainfield, is a boarding and day school

established in 1903 by Miss Emelyn B. Hartridge. The courses extend from the Montessori class to college preparation and finishing. Only a limited number of resident pupils is received. The recitation hall is distinct from the residence.

Plainfield Seminary, 123 W. Seventh St., Plainfield, is a day school under the direction of Miss Isabel Arnold, principal. The courses cover the work from primary through college preparatory departments. Many classes are conducted in the open air.

Centenary Collegiate Institute, founded at Hackettstown in 1866 by the Newark Annual Conference of the Methodist Episcopal Church, is a boarding school accommodating one hundred and seventy-five girls, many of whom are from New York, Pennsylvania, and New Jersey, but there are some from all over the country. Co-educational until 1910, it is now for girls only. Rev. Jonathan Magie Meeker, Ph.D., of New York and Wesleyan Universities, has been president since 1908.

Miss Ethel Walker's School for Girls, Lakewood, was opened in 1911. It is a small residential and day school with an enrollment of thirty-five girls. The course of study includes college preparation. Miss Walker, A.B., Bryn Mawr '94, is an experienced teacher, and previous to the establishment of her school she taught history at the Baldwin School, Miss Irwin's, Miss Wright's, and the Brearley. The school is to be moved to Simsbury, Conn., in 1917.

St. Mary's Hall, Burlington, midway between Trenton and Philadelphia, was founded in 1837 by the Rt. Rev. George Washington Doane, Bishop of New Jersey. The school is administered by a board of trustees. The Rev. John Fearnley is the rector, and Mrs. Fearnley the principal. It is a boarding and day school offering general and college preparatory courses. There is a children's department for girls under twelve. There are over seven hundred living graduates representing nearly every state, over six hundred of whom are members of the *alumnæ* association. Last year there were seventy in attendance coming from nineteen different states.

Ivy Hall School, Bridgeton, was founded in 1861 and is now under the direction of Miss Macdonald and Miss Finn. College preparatory and general courses are offered to both boarding and day students.

St. Leonard's School by-the-Sea, Ventnor, near Atlantic City, is a small boarding school of unique and different ideals recently established by the Rev. Alfred J. P. McClure, Princeton '79.

PENNSYLVANIA

The Agnes Irwin School, 2011 De Lancey Pl., Philadelphia, is foremost among the girls' schools of Philadelphia not only in college preparatory work but in social standing. Established in 1870 by Miss Irwin, her work in this school won her so great a reputation as an educator that in 1894 she was called to be the first Dean of Radcliffe College, and in her fifteen years of service largely determined the future character of Radcliffe. Miss Sophy D. Irwin continued the school until her death in 1915. It is exclusively a day school attended by upward of two hundred pupils. There is an elementary department. Miss Josephine A. Natt, A.B., Smith,

who has had long experience in secondary teaching, is now the principal.

Miss Hills' School, 1808 Spruce St., was established in 1893 at the suggestion of patrons of the William Penn Charter School. It is a day school fulfilling the same function as the Penn Charter, providing instruction from primary to college. The senior five-year course accents college preparatory work. In 1914 the school opened a branch at Ardmore providing Montessori kindergarten and primary instruction for young children, both boys and girls. Mrs. Elizabeth Hills Lyman, one of the founders whose name the school bears, is still the principal.

The Holman School for Girls, 2204 Walnut St., is a day school established in 1900 by Miss Louise Holman Haines, who continued it until her death in 1908. In 1913 it was taken over by the present principals, the Misses Elizabeth W. and Jessie N. Braley, both Wellesley graduates. The primary and intermediate grades are conducted in the open-air department.

Academy of Notre Dame, West Rittenhouse Square, is a Catholic school attended by over a hundred pupils, one half in the high school grades. Little boys are admitted to the elementary department.

The Lankenau School, 22d St. & S. College Ave., received its present name in 1910 when it was endowed by John D. Lankenau in memory of his wife, Mary J. Drexel. The school had been established in 1891 as the "School for Girls" by the Mary J. Drexel Home and the Philadelphia Motherhouse of Deaconesses as a branch of Lutheran Deaconess work. The school has had constant growth in both boarding and day departments. The Rev. E. F. Bachmann, the principal, is assisted by a faculty of eighteen.

Mount Saint Joseph, Chestnut Hill, on the Wissahickon, announces itself as both an academy and a collegiate institution. Since 1858 it has occupied its present site and has had a most prosperous development.

Miss Mills School at Mt. Airy, 302 Gowen Ave., Philadelphia, an out-of-door school for well children, has been recently opened by Miss Ellen Stanney Mills. Book learning and a natural outdoor life are closely allied.

Devon Manor, Devon, is to be opened in the fall of 1917. It has taken over an extensive plant and proposes to offer a variety of courses under the principalship of Miss Edith Samson, formerly of the Lakewood School. Francis R. Lowell is president.

The Mary Lyon School was opened in 1913 by Mr. and Mrs. H. M. Crist in the old Strath Haven Inn at Swarthmore, eleven miles from Philadelphia. It is a home school in the country offering general and college preparatory courses. Seventy-five girls are in attendance, fifty of whom are resident, coming from widespread regions. Mr. Crist is a graduate of Bucknell and Mrs. Crist of Mt. Holyoke.

Miss Sayward's School, in the suburb of Overbrook, five miles from Philadelphia, was established in 1892 and is still conducted by Miss S. Janet Sayward, Salem Normal School. There are about fifty resident pupils and a large elementary department which includes little boys and girls. The school draws not only from Pennsylvania, but to an extent from the whole country.

The Shipley School, Bryn Mawr, ten miles from Philadelphia, is a large college preparatory school which occupies the first place among the Philadelphia suburban schools both in social standing and sound academic training. The school was established in 1893 by the three sisters, Hannah T., Elizabeth A., and Katharine M. Shipley, who had prepared themselves for educational work respectively at the Sorbonne, the University of Leipzig, and Cambridge University, England. In 1911 Miss Alice G. Howland and Miss Eleanor O. Brownell, A.B., Bryn Mawr, who had for some years conducted the New School at Utica, became associated with the Misses Shipley as part owners and assistant principals. In 1916 they assumed entire control and ownership. The strong, college-trained faculty affords sound academic training, and the proximity of the school to Bryn Mawr College offers it the privileges of many public lectures. Seventy-five girls are in residence and there are eighty in the day department. One third of the pupils take elementary courses.

The Misses Kirk's School, Bryn Mawr, has been conducted by them since 1899. Miss Abby Kirk, a graduate of Bryn Mawr in the class of '92, and her sister, Miss Sophia Kirk, were previously on the staff of the college. It is a small preparatory school to Bryn Mawr, giving much individual attention to a limited number of girls. The principals receive in their home fourteen resident pupils.

The Baldwin School, Bryn Mawr, was established in 1888 by Miss Florence Baldwin and incorporated by her in 1906, when she severed her connection. It is a strong and growing school, has attained a national patronage, and has a reputation of being one of the best preparatory schools in the country. Miss Elizabeth F. Johnson, A.B., Vassar, the head of the school, maintains the wholesome and sensible ideals of the founder so that the school life is full of healthy activity of mind and body. There is a large and efficient faculty practically all college-trained, many of whom have studied in foreign universities. The alumnæ number over thirteen hundred, of whom over two hundred and fifty have entered Bryn Mawr. Since 1896 the school has been installed in the Bryn Mawr Hotel building, which is well adapted for the purpose.

Miss Wright's School, attractively located opposite Bryn Mawr College for which it especially prepares, offers also a finishing course and an attractive home life under the best of personal influences. The school was established in 1902 by Miss Lila M. Wright. Of the eighty girls more than half are in residence, and they come from the desirable families all over the country which appreciate the wholesome atmosphere of the school, combining as it does the best of the so-called old-fashioned methods with modern progressive ideas.

The Phebe Anna Thorne Open Air Model School, Bryn Mawr, was founded in 1910 by a legacy of \$150,000 left by the late Phebe Anna Thorne of N.Y. State in connection with the Department of Education of Bryn Mawr College. The school opened in 1913. It is an observation school in which the best methods of teaching may be studied. Miss Matilde Castro, A.B., Ph.D., Univ. of Chicago, is the director.

The Harcum School, Bryn Mawr, established by Mrs. Edith

Hatcher Harcum, B.L., will occupy its new building in the fall of 1917. College preparatory and general courses are offered.

Walnut Lane School, Germantown, is a home school established in 1857 as a French boarding school, and for many years was known, from its founder, as Madame Clement's School. Under the direction of Miss S. Edna Johnston, A.B., Wilson, the principal for the past seven years, the school maintains its reputation as a fashionable school. One half of the students are day pupils from the vicinity. Since 1907 the school has graduated three hundred alumnæ. Besides the general and college preparatory courses, there is an advanced course of two years. A junior department is also conducted for younger girls. Miss Edith H. Gregory, A.B., Wellesley, Oxford Univ., is the vice-principal.

Miss Marshall's School, Oak Lane, eight miles from Philadelphia, was opened by Miss Emma Stuart Marshall twenty-two years ago. It is a finishing school of a conservative type and numbers one hundred pupils, one third of whom are boarders, who come from the western states as well as the southern and eastern. There is also an elementary department.

Ogontz School for young ladies, Ogontz, a northern suburb of Philadelphia, is an old and well-known finishing school which was founded as early as 1850 as the Chestnut Street Seminary. In 1883 it removed to Ogontz where it occupies the estate of the Civil War financier, Jay Cooke, and has since been known as Ogontz School. Miss Abby A. Sutherland, the principal since 1908, is a graduate of Radcliffe and before coming to Ogontz in 1902 had taught for two years at Bradford Academy. The school accents social and family life, and study of art, psychology, and ethics, rather than adhering rigidly to college preparation. It is a boarding school but some day pupils are accepted.

Beechwood, Jenkinton, "A School of the Cultural and Practical," now in its fifth year, is a boarding and day school attracting over three hundred students, most of whom come from Pennsylvania. It offers to high school graduates an opportunity to continue cultural studies or to take special work in music, art, kindergarten training, and secretarial work. Matthew H. Reaser, Ph.D., the president since 1911, formerly for eight years president of Wilson College, and the vice-president, Rev. D. R. Kerr, are assisted by a large faculty, seventeen of whom have received their training at the smaller colleges or universities.

Springside, Chestnut Hill, was established in 1879 and is conducted by Mrs. Chapman and Miss Jones, who succeeded Mrs. Comegys and Miss Bell. There is a large day school. The resident department offers an intimate home life for twenty or thirty girls who come largely from wealthy families.

Bishopthorpe Manor, South Bethlehem, is a home school for fifty girls. It was established in 1868 and for the past eight years has been under the management of Claude N. Wyant, Univ. of Virginia, who had previously had an experience of twenty years in private schools. Mrs. Wyant presides over the home life, a feature which is accented. Though the majority of the girls come from Pennsylvania the patronage is national.

Moravian Seminary and College for Women, Bethlehem, is the oldest boarding school for girls in America. It was founded in 1742 by the Countess Zinzendorf of Saxony while on a visit to Philadelphia, and since 1743 has been continuously maintained at Bethlehem. Around old Colonial Hall, erected in 1748, cluster memories of the French and Indian Wars and during the Revolution it served as a military hospital, sheltering thousands of wounded Revolutionary heroes. Among its pupils were Eleanor Lee, a niece of Washington, Chancellor Livingston's daughter, Cornelia, the wife of Robert Fulton, two daughters of Nathaniel Greene, and others representing the old Colonial families, Dutch, German, Quaker, French, and English. The seminary has sent forth eight thousand alumnae and there are active alumnae associations which continue to dower their ancient institution with gifts. Since 1912 work of a college grade has been undertaken and the title of the institution added to. A great majority of the girls come from Pennsylvania, though sixteen states are represented. The school though non-sectarian is owned and controlled by the Moravian Church through its Synods. The Rev. John H. Clewell, Ph.D., of the Moravian Church, has been the president since 1909.

Wilkes Barre Institute, Wilkes Barre, has been a private college preparatory school since 1854. Its boarding department is limited to thirty, permitting home atmosphere and individual attention. The school instruction in French and German is continuous throughout the years, the aim being that every girl shall at graduation understand and speak both languages. Miss Anna Miles Olcott, Columbia, is the principal. See p. 586.

Darlington Seminary, West Chester, twenty-eight miles from Philadelphia, was founded in 1851 by Hon. Smedley Darlington, who remained the principal until 1861. It has a national patronage,—three fourths of its four hundred alumnae are from outside the state. The school provides the varied courses of the old-time seminary. Christine Faas Bye is the president.

Linden Hall Seminary in the town of Lititz is another ancient Moravian institution for girls, and claims an unbroken record since 1746, the date of the founding of the town. From 1794 the school, known as the Lititz Boarding School, received girls from other states. In 1855 it received its present name, and was chartered by the legislature in 1863. It is controlled by the Moravian Church through a board of trustees. Most of the pupils come from the smaller towns in Pennsylvania.

The Shippen School for Girls, Lancaster, is a day school of local patronage which resulted in 1908 from the combination of Lancaster College and Miss Stahr's School, and was incorporated the following year. There are somewhat over eighty girls in the upper school and there is a small primary department. Miss Emily R. Underhill, A.B., Swarthmore '99, is the principal.

Penn Hall, formerly the preparatory department of Wilson College at Chambersburg, was established as a separate school and its present building was erected in 1906. The school still makes a specialty of preparing for college, but also maintains an elementary course. There are upward of girls in attendance, three fourths

of whom are boarding pupils coming from all over the United States. During the month of May each year the entire school is transferred to Atlantic City, where the Hotel Gladstone, fronting directly on the beach, is leased, and the school work is carried on as usual. The school is under a board of directors and Frank S. Magill, who has been the principal since 1910.

Miss Cowles' School, "Highland Hall," Hollidaysburg, was opened in Highland Hall, September, 1911. Miss Emma Milton Cowles, A.B., Elmira '83; Ph.B., Univ. of Chicago '01, was for nineteen years connected with Milwaukee-Downer College, the last thirteen years as professor of mathematics. She has associated with her a strong faculty of college-trained women who give sound instruction in college preparatory and general courses. In the Upper School the boarding pupils come from twelve states. The Lower School is for day pupils.

The Birmingham School for Girls occupies a strikingly beautiful position among wooded hills overlooking the Juniata river in central Pennsylvania. Since 1857 the school has been under the control of one family, Alvan R. Grier having been the president since the death of his father, Dr. Lemuel G. Grier, in 1887. Miss Catharine Allen, a graduate of Oberlin who has studied at Berlin and the Sorbonne, and Miss N. J. Davis are the principals, the latter having been connected with the school since its foundation. It is a boarding school exclusively, accommodating about seventy-five girls, representing many states.

Washington Seminary, established in 1835, is one of the oldest schools west of the Alleghanies. Its pupils, equally divided between day and boarding, come largely from Washington, the seat of Washington and Jefferson College. In 1914 Miss Mary McCurdy, a graduate of the Seminary, succeeded Miss Rosenkrans, who had been the principal for six years.

Thurston Preparatory School, Pittsburgh, opened in 1887 by Miss Alice M. Thurston as a day school, has had a prosperous career, and in 1909 a residential department was added. Encouraged by her success Miss Thurston seven years ago established a similar school for boys. There is a large and efficient faculty, most of whom have received college or normal school training.

The Winchester School, Pittsburgh, formerly the Stuart School, has under the direction of Miss Mitchell been brought up to a high academic standing. It is a day school with local patronage with a large elementary department.

MARYLAND

The Girls' Latin School, 1217 St. Paul St., Baltimore, a college preparatory boarding and day school, was established in 1890 as the preparatory department for the Women's College of Baltimore, now Goucher College; but in 1910 the school became an independent corporation. A lower school was added in 1911 with an independent organization under Miss Anne T. Brewer, A.B., Columbia Univ. '08, and two years later a primary department, thus making the school course complete. The head mistress is Miss N. M. Wilmot, Syracuse Univ. '89, who has been connected with the school since 1897. There are about one hundred girls in the day department, and twenty boarding pupils live in the Ross Winans mansion

which was acquired as a residence in 1914. Five hundred students have been graduated, of which number three hundred and eighty-four have entered college, chiefly Goucher, where they have attained high rank.

Bryn Mawr School for Girls, Cathedral & Preston Sts., is an exclusive day school strongly backed by its board of managers, which includes the president of and others interested in Bryn Mawr College. It was established in 1885 by Miss Mary Garrett and is now maintained by Miss Edith Hamilton, A.B., A.M., Bryn Mawr, who also studied at Leipzig and Munich. The primary department, first opened in 1894, has its own staff of professionally trained teachers. Afternoon study and exercise under supervision are provided for out of doors. The two hundred and seventy-five girls in attendance come from Baltimore's leading families and largely prepare for Bryn Mawr, but some enter other colleges. Naturally Bryn Mawr standards of scholarship prevail.

Notre Dame Preparatory School, Charles St. & Homeland Ave., Roland Park, is a boarding and day school conducted by the Sisters of the Order in connection with their adjacent college. It offers complete school courses and is attended by two hundred girls, the majority from Maryland, but it draws also from all over the United States and South American countries.

Roland Park Country School, Roland Park, is a large day school attended by one hundred and fifty boys and girls from Baltimore's leading families. The school offers both a college preparatory and a general course and maintains a high standard of scholarship. Boys are received only in the Playground Department and in the primary school. Miss Nanna D. Dushane, Framingham Normal School, is the principal.

St. Timothy's School for Girls, more generally known as "Catonsville," is one of the most exclusive girls' schools of the country, with the patronage of conservative families of New York, Philadelphia, and the South. The school was established in 1882 by the Misses Carter, who surrendered it four years ago to the principals now in charge, Miss Jane R. Heath and Miss Louisa M. Fowler. The atmosphere of the school is simple and old-fashioned and gives evidence of breeding. There is resident accommodation for about seventy girls, but there are always applications in excess of this, and reservations must be made several years in advance. One third of the one hundred students are day scholars. There is an active alumnae association of over five hundred.

Mt. St. Agnes College and High School, at Mt. Washington, a suburb of Baltimore, was founded in 1867 by the Sisters of Mercy. There is a four-year high school course and an elementary school for both day and boarding pupils, as well as a college course leading to the degree of A.B.

Garrison Forest School, incorporated as the Green Spring Valley School by residents of the neighborhood, is at Garrison, a few miles north of Baltimore. It is a country day school with resident accommodation for twelve and provides a complete school course. Miss Mary Moncrieffe Livingston, the head mistress, is assisted by a faculty of college-trained women.

The Hannah More Academy, Reisterstown, fifteen miles from Baltimore, owes its origin to Mrs. Anne Neilson, who in 1832 donated the buildings for a Church school which was incorporated the same year. In 1873 the academy was accepted as the Episcopal Diocesan School of Maryland and has since received many benefactions from friends of the school. Six-year academic and preparatory courses are given. About half the girls are from Maryland. Miss Anna L. Lawrence, Univ. of Vermont, St. Andrew's Univ., is the principal.

Oldfield's, Glencoe, is a home school for forty pupils who come from all over the country, the children of alumnae and their friends. The school was founded in 1866 by Mrs. John Sears McCulloch, a woman of unusual and spiritual personality. Since her death her ideals have been continued by her children, Miss Anna G. McCulloch and the Rev. Duncan McCulloch.

Hood Seminary for Girls, Frederick, in 1915, was set off as a separate preparatory department of Hood College. The college, established in 1893 on earlier foundations, was formerly known as the Woman's College of Frederick.

WASHINGTON, D.C.

The Misses Timlow's School "Cloverside," 1600 Scott Circle, was first opened at Nutley, N.J., in 1894. In 1900 it moved to Montclair, N.J. In 1910 it was transplanted to Washington for the sake of the advantages of the Capital. It is an aristocratic, dignified type of school offering two years of advanced work beyond college preparation. Miss Timlow is the house mother, and her sister, Miss Elizabeth Timlow, who studied at Wellesley and Cornell, is the principal.

The Misses Eastman's School, 1305 17th St., N.W., was opened in 1899 as a school for younger girls. It has developed with its pupils and now prepares girls for college and accommodates a few boarding pupils. The Misses Annie H., Mary T., and Miriam M. Eastman are the principals.

Miss Madeira's School, 1330 19th St., was opened in 1906 as a college preparatory and a finishing school by Miss Lucy Madeira. Miss Madeira is a Vassar graduate and was formerly an instructor in the Sidwell's Friends' School. About one hundred girls are received in the school, one third of whom are day students coming from Washington. There is a strong faculty of sixteen college-trained women.

Martha Washington Seminary, 1601 Connecticut Ave., maintained by Edward W. Thompson, offers finishing and advanced courses.

Madison Hall, 3100 R St., N.W., conducted by Mr. and Mrs. George F. Winston, is a boarding and day school accenting the home and social life.

Paul Institute, 2107 S St., N.W., formerly Washington Seminary, established by Mr. and Mrs. Smallwood twenty-four years ago, is today conducted by Mrs. Nanette B. Paul, LL.B., with Miss Pauline Pearce as principal. The patronage is largely from Washington and the West.

The Colonial School for Girls, 1539 18th St., under the direction of Miss Charlotte Crittenden Everett, offers instruction in the liberal,

fine, and domestic arts. Many states are represented by the student body. Some day pupils are also received.

Holton-Arms School, 2125 S St., N.W., is a large day school with a small resident department, established in 1901 by Mrs. Jessie Moon Holton, educated at Cornell, and Miss Caroline Hough Arms. It is now wholly under the direction of Mrs. Holton, and the school maintains a high reputation as a fashionable school.

Irwin Hall, 2009 Columbia Road, is a small English-French school conducted by Mrs. Sarah Irwin Mattingly. Courses are offered from primary work to college preparation.

St. Margaret's Boarding and Day School, 2115 California Ave., is under the direction of Miss Sara K. Lippincott, Froebel Normal School, and Miss Susan C. Baker, Pestalozzi-Froebel Training School, Berlin, by whom it was established in 1896. There are about sixty girls in attendance equally divided between the resident and day departments. In the lower school girls as young as seven are admitted to the boarding department.

Bristol School for Girls, Mintwood Pl. & 19th St., has been maintained since 1904 by Miss Alice A. Bristol. It is a home school accommodating seventy-five resident girls, largely from the eastern and southern states. The school is preparatory and finishing, but two years of regular college work are offered. A distinctive feature is the full diploma music and French course.

Academy of the Holy Cross, Connecticut Ave. & Upton St., conducted by the Sisters of that Order, is located on Dunbarton Heights, in the suburbs of Washington. It is a boarding and day school with a separate department for little girls.

Gunston Hall, 1906 Florida Ave., established in 1892, has steadily grown and now has an attendance of one hundred girls coming from prominent families in all parts of the United States. It is a boarding and day school and offers a great variety of courses from kindergarten to college preparation. Mrs. Beverley R. Mason, the principal, is assisted by a faculty of twenty-four, about one half of whom have received college degrees.

Belcourt Seminary, 13th & Girard Sts., Columbia Heights, is a home and day school accommodating fifty girls. A six-year course in preparation for college is offered. Mrs. Mary B. Somervell, Univ. of Chicago, is the principal.

Fairmont Seminary, 1411 Fairmont St., was established in 1899 by Mr. and Mrs. Arthur Ramsey, under whose management, assisted by Miss Judith L. Steele, the school has continued to prosper in the same location. The student body has included girls from the families of Government officials and others throughout the country.

Mount Vernon Seminary, Nebraska Ave., the oldest Protestant boarding school for girls in Washington, dates from 1875. Since its establishment the tone and spirit have remained unchanged and the high standards are still maintained under Mrs. Elizabeth J. Somers, principal emeritus, and Mrs. Adelia G. Hensley, head mistress. The school opens in 1917 in its new Georgian building on a fifteen-acre site. Courses are offered in the upper, lower, and collegiate forms. The girls come from all parts of the country.

Chevy Chase Seminary was opened at Chevy Chase fifteen

years ago by Mr. and Mrs. Samuel N. Barker, who had previously had twenty-five years' experience in teaching. Frederic Ernest Farrington, Ph.D., became head master in 1916. The patronage is national and about sixty girls attend. It is a finishing school, offering sound academic training and special courses in music, art, and domestic science.

Washington College, established twenty-two years ago in the old Gales mansion, Eckington, is of high scholastic standing. Three courses are offered, an advanced course for which the degree of A.B. is conferred, a literary course, and a modern language course. Eighty students are received in the boarding department and some day pupils are accepted. Flournoy Menefee is the president and Mrs. Menefee the directress of the college home.

National Cathedral School, within Cathedral Close on Mt. St. Alban, was opened in 1900 under the management of the Misses Bangs and Whiton who remained at the school six years. It is an Episcopal school under the board of trustees of the Episcopal Cathedral Foundation of the District of Columbia. Two thirds of the one hundred and fifty girls enrolled are resident. The girls lead a simple, wholesome life, spending much time out of doors. In 1913 Miss Jessie C. McDonald, B.S., Wellesley '88, M.S., Columbia '94, became the principal. This year Miss Helen L. Webster, Ph.D., became the academic head.

National Park Seminary, Forest Glen, Md., a suburb of Washington, is a large boarding school attended by two hundred and fifty girls from all over the United States. It was established in 1894 by John Irvin Cassedy, and is now owned by J. C. Trees of Pittsburgh with James E. Ament, LL.D., formerly president of the State Normal School at Indiana, Pa., as head. It is a junior college and finishing school receiving almost exclusively graduates of preparatory or high schools for a definite two-year course of study. The school offers a varied and entertaining school life with the greatest variety of educational diversissements.

SOUTHERN STATES

VIRGINIA

Fauquier Institute for Girls and Young Ladies, Warrenton, in the Piedmont region, fifty miles from Washington, now in its fifty-seventh year, is a small school accommodating twenty-six boarders and about twenty day pupils. Nellie V. Butler is the principal.

Warrenton Country School for Young Girls, Warrenton, is a new French-English school for twenty young girls, recently opened by Miss Lea M. Bouligny, formerly principal of the Chevy Chase School.

Fort Loudoun Seminary, Winchester, in the Shenandoah Valley, was established in 1905 by Miss Katherine R. Glass, who purchased the property of an older school which had been established here in 1830. It is a boarding and day school with an annual attendance of over one hundred from Virginia and other states, a few of whom prepare for college.

Marion College, Marion, is a 'junior college'* under Lutheran auspices with a four-year high school and two-year college course, founded in 1873 as a Female College. Since then it has received a thousand pupils from fourteen states, of whom two hundred have graduated. Rev. Henderson N. Miller, A.M., Ph.D., is president.

Mary Baldwin Seminary, Staunton, in the Shenandoah Valley, was established in 1842 as "The Augusta Female Seminary." For more than thirty years the school was under the direction of Mary J. Baldwin and Agnes McClung, who devoted their lives to its up-building, and in 1896 the name was changed by the legislature in honor of the former principal. It is a boarding and day school with an attendance of over three hundred students who come from more than thirty states, though upward of one hundred are from Virginia. It has been tentatively accredited by Vassar, but its work has not yet been tested there.

Stuart Hall, Staunton, is the diocesan school of Virginia. Its origins go back to 1831, but the school was founded at its present site in 1843. Originally known as the "Virginia Female Institute" it received its present name in 1907, in honor of the widow of Virginia's famous cavalry leader, Mrs. J. E. B. Stuart, who was principal nineteen years. It is a boarding and day school attracting girls from all over the southern states. Miss Jane C. Howard, formerly a teacher in the school, became principal in 1915, succeeding Miss Mariah P. Duval, who left to establish St. Hilda's Hall.

St. Anne's School, a day and resident Church school for girls, Charlottesville, opened in 1910, succeeding Rawlings and Albemarle Female Institutes. The Bishop of the Diocese is president of the board of trustees. Girls are especially fitted for the Virginia women's colleges. There are primary and intermediate departments, and a few day pupils are accepted. The girls are nearly all from Virginia. The principal, Mary Hyde Du Val, is assisted by a faculty of college men and women.

Southern Seminary, Buena Vista, in the Shenandoah Valley, founded in 1867, is a boarding school. The students come from widely distributed regions throughout the West and South. It has been tentatively accredited by Vassar. The principals, Revs. E. H. Rowe and J. S. Engle, are both graduates of Randolph-Macon College. The former has been principal for more than twenty-five years.

The Homestead School, Hot Springs (P.O. Healing Springs, Bath County), was opened in 1917 by the Misses Eda and Fanny Buddecke, both southern women. The latter was for nine years teacher of French at the Bryn Mawr School. In 1910 they organized the St. Nicholas School, Seattle, which they maintained at a high standard until 1917. A feature of the school will be the outdoor life. See p. 587.

Virginia College (Junior) for Young Women,* Roanoke, in the Shenandoah Valley, was established in 1893 by Dr. William A. Harris, whose daughters, Miss Harris and Mrs. Boatwright, have since successfully continued its management. Four years of college

*"Colleges" and "Junior Colleges" marked with an asterisk * have not been formally recognized as such by any standard college or by the Association of Colleges of the Southern States.

preparation and two years of junior college work are offered. Its preparatory department is tentatively accredited by Vassar. There is a strong faculty including many college graduates, and the attendance is almost cosmopolitan, coming from thirty states.

Sweet Briar College for Women, Sweet Briar, twelve miles from Lynchburg, has nearly half its students in the preparatory department. It was founded in 1900 as the result of the bequest of Mrs. Indiana F. Williams. It is a well-equipped boarding institution. Miss Emilie Watts McVea, A.M., Litt.D., succeeded Dr. Mary K. Benedict as president in 1916.

Hollins College, in the Valley of Virginia, now in its seventy-fourth year, maintains a college preparatory department for girls over fifteen who have completed two years or more of high school work. About seventy-five pupils attend this department and they are segregated from the older students. Miss Matty L. Cocke is the president.

Sullins College, Bristol, was named for its founder who established it in 1869. In 1915 the buildings burned and it was temporarily closed. The property has been purchased by W. E. Martin, Ph.D., formerly vice-president of Ward-Belmont, and rebuilt, and will reopen in the fall of 1917 as a resident school.

Virginia Intermont College for Young Women,* Bristol, was opened in 1884 as "The Virginia Institute," and has been maintained on its present site since 1893. It is a Baptist boarding and day school enrolling nearly two hundred students mostly from the South. The president is H. G. Noffsinger, A.B., A.M., Richmond College. A few 1915 graduates were tentatively admitted to the junior class of Westhampton College, one of the two standard colleges for women.

Southern Female College, Petersburg, was chartered in 1863 and is an old-time Virginia institution with an attendance of over fifty girls. The principal, Arthur Kyle Davis, A.M., Randolph-Macon College, is a member of a family prominent in the annals of Virginia, and prides himself on having a school of the best ante-bellum traditions.

Miss Ellett's School, 11 S. Laurel St., Richmond, is one of the best Virginia schools, recommended by the Southern Association of College Women, and accredited by Vassar.

Blackstone Female Institute, in southern Virginia, is owned and controlled by the Methodists of the Farmville district. It is a college preparatory school with two years of advanced work. Dr. James Cannon, Jr., has been president for all but four years of its twenty-one years' history.

Randolph-Macon Institute, Danville, is a Methodist Episcopal boarding and day school, established in 1898, when it took over the former Danville College for Young Ladies. It is one of the Randolph-Macon System controlled by the board of trustees of Randolph-Macon College. The hundred boarding pupils come mostly from Virginia. Most of those completing the work go to the Randolph-Macon Woman's College at Lynchburg. The principal, Charles G. Evans, is a graduate of Randolph-Macon College and has been connected with the teaching force of the Randolph-Macon System since 1895, and has occupied his present position since 1906.

WEST VIRGINIA

Lewisburg Seminary and Conservatory of Music, in southeastern West Virginia, originated under Presbyterian auspices as "Lewisburg Academy" in 1812. It is a boarding and day school having a local attendance. Richard C. Sommerville, president since 1911, was succeeded in 1916 by Robert H. Adams.

Stephenson Seminary, Charles Town, is a boarding school established in 1882. It has an attendance of about sixty pupils. Mrs. C. N. Campbell is the principal.

St. Hilda's Hall, Charles Town, opened in September, 1915, by Miss Mariah P. Duval, who for thirty-three years had been connected with Stuart Hall. The school opened on the property of the old Powhatan College under the auspices of the Diocese of the Episcopal Church, and bids fair to be a good school.

NORTH CAROLINA

Fassifern, a home school for girls, Hendersonville, twenty miles from Asheville, was opened by Miss Kate C. Shipp in 1907 at Lincolnton and moved to its present site in 1914. It is recommended by the Southern Association of College Women as a college preparatory school.

SOUTH CAROLINA

Ashley Hall, Charleston, is the home and day school of Charleston. There is a small resident department and a total attendance of about one hundred from the oldest families of the city. It was established in 1909 by the principal, Miss Mary V. McBee, who holds degrees from Smith and Columbia. It is recommended by the Southern Association of College Women and accredited by northern colleges.

The Gwyn School, Spartanburg, was opened by Miss Elsie S. Gwyn, A.B., Cornell, in 1910, to accommodate boarding pupils. There is also a primary day department.

GEORGIA

Shorter College, Rome, was established by Colonel Alfred Shorter in 1877 on the site of the old Cherokee College. The academy offers a three-year college preparatory course for boarding and day pupils, who come from the southern states.

Lucy Cobb Institute, Athens, is a boarding school established in 1858 by General Cobb and other citizens of Athens. The faculty are largely alumnæ of the school. The principals, Miss Gerdine and Miss Brumby, have been in charge since 1908. It is recommended by the Southern Association of College Women for those who wish a general finishing course.

Washington Seminary, Atlanta, now in its thirty-ninth year, is the fashionable boarding and day school of Atlanta. There is a small boarding department. Instruction is offered in nearly all grades, including a special college preparatory course. Its graduates are accredited by Vassar, Wellesley, and Smith. Llewellyn D. Scott, the principal since 1907, has been connected with the seminary since 1894.

Woodberry Hall, Atlanta, maintained by Miss Rosa Woodberry since 1908, is an efficient college preparatory boarding and day school with a grammar school department, under Episcopal influence.

The school enjoys the patronage of the best families of Atlanta and has grown in numbers and influence.

Pape School, Savannah, is an exclusive day school, established in 1901, offering courses from the kindergarten to college preparatory. Miss Nina Anderson Pape is the principal. It is accredited by Vassar and recommended by the Southern Association.

The Columbus Seminary is a select day school for girls in Columbus. It enjoys a fashionable patronage and prepares for college. Miss Rosa B. Snyder is the principal.

Brenau College,* Gainesville, founded in 1878, maintains many departments, including a preparatory course for girls from fourteen years upward. Though it grants degrees they are not recognized as standard by the Southern Association of College Women.

FLORIDA

Miss Tebeau's Boarding and Day School for Girls, Gainesville, now in its forty-second year, is the diocesan school of the Episcopal Church of Florida. The curriculum covers twelve years. Resident pupils are limited to twenty.

The Cathedral School, Orlando, was established in 1900 by Bishop William C. Gray. It is an Episcopalian school attended by sixty day and over thirty boarding pupils. Rev. Roderick P. Cobb is the principal.

Flagler Preparatory School, formerly known as the Florida Open Air School, is on Cedar river, near Jacksonville. It is a boarding and day school opened in 1914 by Mrs. Langdon Caskin, but is a school of an unusual type. Bugle calls for periods, bloomers and tennis shoes for usual costume, open-air sleeping porches, are characteristic of the school life. The students do real work as well.

KENTUCKY

The Kentucky College for Women, Danville, formerly Caldwell College established in 1859, aims to be a junior college, but the enrollments are larger in the preparatory, special, and elementary departments. The faculty includes a preponderance of college trained women.

Science Hill School, thirty-one miles south of Louisville, was established by Rev. and Mrs. John Tevis in 1825, and maintained by them until 1879, when the property was purchased by Dr. W. T. Poynter, whose widow still continues it. Without endowment, the school has attained the position of the leading college preparatory school of its section of the country and offers efficient courses under a college-trained faculty, from primary grades to college. Over one hundred and eighty girls have been prepared for college, chiefly Wellesley and Vassar. There are one hundred and forty girls in the school, about half of whom are in the academic department. See p. 587.

Louisville Collegiate School, 512 W. Ormsby Ave., Louisville, is a local day school, established in 1915 when it took over the former Semple Collegiate School. Miss Ada S. Blake, A.B., Radcliffe, formerly head of the English department of The Albany Academy for Girls, is principal. The faculty is college trained.

Logan College, Russellville, Ky., is a junior college offering a

four-year preparatory course and two years of college work, with departments of music, art, and expression.

Hamilton College, Lexington, established 1869, offers a four-year high school and a two-year junior college course. It has recently re-organized its courses so as to conform to the junior college type as approved by leading educational associations. Its weakness seems to be in the small proportion of its junior college students. E. W. McDiarmid is president and Mrs. M. G. Thomson is principal of the college.

TENNESSEE

Ward-Belmont, Nashville, was formed in 1912 by the union of Ward Seminary and Belmont College, under the charter name the Ward-Belmont School. The former institution was founded in 1865 and the latter in 1890. At that time they had a joint enrollment of seven hundred and fifty from all the southern states with a predominance from Tennessee. The president, J. D. Blanton, was for twenty years president of Ward Seminary. There is a faculty of over fifty, including a majority of college-trained men and women. The school is a member of the Southern Association of Colleges and is recommended by the Association of College Women. There is a two-year college course but the preparatory school has the larger enrollment. The five hundred students are largely from the South and the Middle West. The departments of music, art, expression, and home economics are particularly well equipped. See p. 588.

Martin College for Girls and Young Women, Pulaski, an endowed Methodist boarding and day school, was founded in 1870 by Thomas Martin. It is now classed as a 'junior college' by the Methodist Board of Education and the enrollment is about equally divided between the academic courses and the courses in music, expression, and domestic science. W. T. Wynn has been the president since 1908.

St. Mary's School, Memphis, is an Episcopal boarding school, established in 1874. Miss Helen A. Loomis and Miss M. H. Paoli are the principals. It is accredited by Vassar and recommended by the Southern Association of College Women.

Girls' Preparatory School, Chattanooga, prepares girls for the leading colleges of the country. It is recommended by the Southern Association of College Women. Miss Grace E. McCallie is the principal.

TEXAS

El Paso School for Girls, El Paso, was founded in 1910 by citizens of the town to provide the best of educational advantages for their daughters, and is administered by a board of directors. The principals are Miss Ora W. L. Slater, A.B., Wellesley, and Miss Olga E. Tafel of the University of Cincinnati. It is accredited to Smith and Vassar and recommended by the Southern Association of College Women.

The Whitis School, Austin, a boarding and day school, established in 1900, has a local patronage, but maintains a high standard of work.

NORTH CENTRAL STATES

OHIO

Bartholomew-Clifton School, established in 1874 in Clifton, a suburb of Cincinnati, is conducted by Miss B. Antoinette Ely and Miss Mary F. Smith. There is a strong college-trained faculty who give instruction from Montessori and kindergarten work to preparation for the leading colleges. Though it is mainly a day school about twenty boarding pupils are enrolled this year. The four hundred and fifty graduates are organized in an *alumnæ* association.

Oakhurst, Walnut Hills, Cincinnati, Miss Kendrick's Collegiate School for Girls, was established in 1892 as Miss Butler's School. It is a day school with accommodation for a few boarders. Miss Helen F. Kendrick is the principal.

The H. Thane Miller School, Avondale, near Cincinnati, a boarding and day school, was founded as Mt. Auburn Institute in 1856 but has for twenty-two years been conducted by Mrs. H. Thane Miller who named it for her husband. Associated with her is Miss Emma L. Parry.

The School of the Brown County Ursulines, Saint Martin, is a boarding school established in 1845 by the famous French Order of Nuns. Its distinctive work is individual personal training. While one of its eight separate courses prepares for college, the aim of the school is pre-eminently home-building and the home-virtues. It has been called "the school aloof from the iconoclasm of the age." The Rt. Rev. J. B. Purcell has charge of the school. The pupils come chiefly from the smaller towns in the Middle West.

The Columbus School for Girls, Parsons Pl., Columbus, incorporated in 1912, has been conducted since 1904 by Miss Alice Gladden, A.B., Smith, and Miss Grace L. Jones, A.B., A.M., Bryn Mawr, who succeeded to a school established by Miss Scott and Miss Kelly in 1898. It is a prosperous day school attended by two hundred and fifty with resident accommodation for about twenty-five.

Harcourt Place School for Girls, Gambier, is a boarding school established in 1887. In 1915 the management of the school was taken over by the Rev. Jacob Streibert, Ph.D., as regent, who for thirty-one years has been engaged in educational work, and by Mrs. Emily D. Streibert and Miss Ethel K. Streibert, A.B., Univ. of Mich., B.S., Columbia, as principals.

Laurel School, 10,001 Euclid Ave., Cleveland, established in 1898, is a day school with a limited number of resident pupils. There are about two hundred students in attendance. Mrs. A. E. Lyman is head mistress.

Hathaway-Brown School, 1945 E. 97th St., Cleveland, founded in 1876 by Rev. Frederick Brooks, brother of Phillips Brooks, is a day school accommodating a small number of resident students. Miss Mary E. Raymond, A.B., A.M., Smith and Radcliffe, is the principal.

The Smead School for Girls, Toledo, a day school with departments from Montessori to college preparation, accommodating a limited number of resident pupils, was established in Toledo in 1884

by the Misses Smead. Upon their retirement in 1911 the school was incorporated under a board of trustees and the Misses Anderson, who had been teachers in the school, assumed direction. Friends have given the entire property occupied by the school and have raised a small endowment.

INDIANA

St. Mary's College and Academy, Notre Dame, near South Bend, established in 1855, is maintained by the Sisters of the Holy Cross. Instruction is offered from primary to college grade. More than three hundred and fifty are enrolled in the collegiate and academic department, coming from widespread regions.

Tudor Hall School for Girls, 1560 N. Meridian St., Indianapolis, has been conducted by Miss Fredonia Allen, a Cornell graduate, since 1902. It is a day school for one hundred and sixty students with accommodations for thirty boarders.

Elmhurst, Connersville, now in its eighth year, is a college preparatory country school for twenty-four boarding pupils, established by its principals, Miss I. B. Cressler, A.B., Wilson, and Miss Caroline L. Sumner, A.B., Smith. The school occupies an old Colonial mansion on a farm in the eastern part of Indiana. Miss Cressler formerly conducted a school for American girls in Rome and Miss Sumner was for a number of years connected with the Latin department of Smith College.

St. Mary-of-the-Woods College and Academy, St. Mary-of-the-Woods, founded in 1840 by the Sisters of Providence of Ruillé-sur-Loir, France, has become a splendidly equipped and successful school offering preparatory and college courses to pupils from twenty-five states.

MICHIGAN

The Liggett Schools, 73 Stimson Pl., Detroit, successful and prosperous day schools under the management of the Misses Liggett, have developed from what was formerly known as the "Detroit Home and Day School," established by them and their father, Rev. James D. Liggett, in 1878. The Liggett Schools have remained continuously for thirty-seven years under the management of the same family. The schools are of the first rank, well organized and equipped, with a large and resourceful faculty. Stuart A. Courtis, a pioneer in scientific research in education, has long been connected with the school. The pupils represent the best families of the city of Detroit. So popular is the school that there is a waiting list. About one hundred and thirty-five of its five hundred graduates have entered college, chiefly Vassar, and the Alumnæ Association cooperates heartily with the school. A branch school known as "The Eastern Liggett School" was opened in the eastern part of Detroit in 1913, providing for the growing patronage of that section.

St. Mary's College and Academy, Monroe, founded in 1845, under the direction of the Sisters Servants of the Immaculate Heart of Mary, offers the ordinary high school courses. Four hundred and fifty graduates form its Alumnæ Association and by their scholarship fund and generous cooperation lend efficient aid. There is an enrollment of one hundred and eighty, the majority being boarders.

Akeley Hall, Grand Haven, on the shore of Lake Michigan, is the

diocesan school of western Michigan, founded in 1887. It is leased to the Misses Yerkes and is conducted as a private boarding school limited to fifty girls who receive much individual attention. Miss Susan H. Yerkes was in charge from 1901 to 1909. Miss Mary Helen Yerkes is now the resident principal.

ILLINOIS

CHICAGO

Brooks School, Ashland Boulevard & Monroe St., is a local day school established in 1890 by Maria Brooks. It provides instruction from kindergarten to college preparation. Miss Effie A. Gardner, Ph.B., University of Chicago, the principal, is considered an excellent teacher. About seventy pupils are enrolled. Boys are admitted to the lower school.

Boyesen School, 4961 Lake Ave., is a boarding and day school for girls and young boys maintained by Miss Augusta Boyesen, a Christian Scientist. Instruction is offered from primary to academic.

The Chicago Institute, a day school founded by Mrs. Emmons Blaine, was formerly presided over by Colonel Francis W. Parker. It is the preparatory school of the Department of Education of Chicago University. John Dewey, now of Columbia, was formerly the director. It comprises a complete school system—kindergarten, elementary, and college preparatory.

Starrett School for Girls, 47th St. & Woodlawn Ave., on the South Side, is a large day school with accommodation for ten resident pupils. It has been maintained since 1884 by Mrs. Helen E. Starrett. Instruction is provided from kindergarten through college preparation.

University School for Girls, 1106 Lake Shore Drive, is a day and boarding school established in 1896 and patronized by upper class families. Miss Anna R. Haire, A.B., Smith, the principal, maintains high standards in the school work, and among the students she sends each year to the leading eastern colleges a number have taken honors at Bryn Mawr. A kindergarten department is maintained.

Chicago Latin School for Girls, 59 Scott St., established, and conducted since 1888, by Miss Mabel S. Vickery, who also established the Chicago Latin School for boys, is an exclusive day school for North Side girls, with high standards of scholarship. A number of girls are prepared for college each year.

The Kenwood-Loring School, 4600 Ellis Ave., was formed by the merging of the Kenwood Institute, dating from 1885, with the Loring School, established in 1876. The present head mistress, Mrs. Stella D. Loring, had been connected with the latter school since 1879. Her daughter, Miss Helen D. Loring, is co-principal. There is a large day school with a separate residence for boarders. The school is cooperative with the University of Chicago and has sent over two hundred girls to the eastern women's colleges.

The Faulkner School for Girls, 4746 Dorchester Ave., succeeded in 1909 an older school known as Ascham Hall. It is a large day school exclusively, with an attendance of about two hundred and departments from kindergarten to college preparatory. Miss Elizabeth Faulkner, a graduate of the University of Chicago, is a capable

executive who commands the respect of pupils and patrons. Her sister, Miss Georgene Faulkner, has a well-deserved reputation as a kindergartner. The school cooperates with the University of Chicago and girls are prepared for all the leading colleges. See p. 589.

Girton School for Girls, founded in 1898 at Winnetka by Francis King Cooke, A.B., Harvard '94, is a home and day school combining the advantages of town and country. Miss Mary M. Richardson, Vassar, the academic head mistress, has been with the school since its foundation. Miss Mabel Whitman, Smith, has for many years been in charge of the girls in the home. The upper school offers thorough preparation for the leading women's colleges, to which about ten girls are sent each year.

Ferry Hall, Lake Forest, affiliated with Lake Forest College, is a preparatory school and junior college for day and boarding pupils. It was founded and endowed in 1869 under the name of "Ferry Institute for Young Ladies" by Rev. William M. Ferry, whose wife was the closest girlhood friend of Mary Lyon. The school has many friends who have added to its endowment. It is attended in all its departments by about one hundred girls from Illinois and nearby states. In the past quarter-century over two thousand young women have been enrolled, including a large number of missionaries. In 1915 Miss Marion Coats succeeded Miss Frances L. Hughes, who was in charge of the school for ten years. See p. 588.

Roycemore, a Day School for Girls, Evanston, was opened in 1915 by Miss Julia S. Henry with strong financial backing. The school offers a course of study for the eight grammar grades and the first and second years of the high school. Little boys are admitted in the lower school.

Jennings Seminary, Aurora, one hour from Chicago, was opened as a Methodist Episcopal coeducational institution in 1859 and reorganized in 1898 as a boarding school for girls of high school age only. Miss Charlotte Coddling was superintendent from 1898 to 1904. At that time Miss Bertha A. Barber, B.S., became principal, and Mrs. Lucy Rider Meyer, long interested in the institution, the principal emerita.

Waterman Hall, Sycamore, fifty-five miles northwest of Chicago, is a partially endowed church school under a board of trustees, established in 1888. The pupils come from Illinois and the Mississippi valley. The Rev. B. Frank Fleetwood, A.M., D.D., has been rector since its beginning.

Frances Shimer School, Mt. Carroll, one hundred and twenty-five miles west of Chicago, was founded in 1853 as the "Mt. Carroll Seminary." In 1896 it was named in honor of Mrs. F. A. W. Shimer, who left an endowment. It is affiliated with the University of Chicago and controlled by a board of trustees representing that university, the alumni, and the citizens of the town. The work is chiefly college preparatory. There is also a junior college course.

Geneseo Collegiate Institute, Geneseo, is a coeducational school with a local attendance of about one hundred, established in 1884 by the College Board of the Presbyterian Church. The Department of Music under Miss Ethel B. Crosier is emphasized. Of the

three hundred and fifty graduates of the school two thirds are women. Norbury W. Thornton, A.M., is principal.

Academy of the Illinois Woman's College, Jacksonville, is a Methodist college preparatory school established in 1846 and now under the direction of Joseph R. Harker.

Monticello Seminary, Godfrey, thirty miles from St. Louis, is the oldest girls' school in the West and one of the best. It was founded in 1835 by Benjamin Godfrey, an old Cape Cod sea-captain who had made a fortune in Eastern trade and settled here because of large land holdings. The school was organized by Rev. Theron Baldwin, a friend of Captain Godfrey, who was influenced by the ideas of Mary Lyon. In 1841 it was incorporated and graduated its first class. When first established the school was known locally as "Godfrey's Folly," but in its long history it has played an important part in the education of young women of the West so that it is appropriately spoken of as the "Mt. Holyoke of the West." For forty years Harriet Newell Haskell was a most capable principal. Miss Martina C. Erickson at present occupies that position. The school has a large body of loyal alumnae organized in many associations throughout the West. The girls come from all over the western states.

WISCONSIN

Milwaukee-Downer Seminary, Milwaukee, may be said to date from 1895, when the two colleges, founded in the fifties, were united, and a preparatory department was organized. In 1910 the seminary became an independent institution, and, though it is still controlled by the trustees and president of the college, it has its own separate faculty. Under the administration of Miss E. C. Sabin, president of Milwaukee-Downer College, and the dean, Miss Rodman, the school maintains a high academic standard. The school has graduated over four hundred girls, about half of whom have entered college. Its day pupils come from Milwaukee's best families; the boarding pupils from all parts of the West.

Hillcrest School, Beaver Dam, three hours from Milwaukee, is a small, home boarding school exclusively for little girls, preparing them for high school or academy. It has been maintained by Miss S. M. Davison for the past seven years.

Kemper Hall, Kenosha, is a boarding school including three departments,—primary, preparatory, and collegiate. Special attention is given to young pupils. The school has the highest class of patronage and maintains high academic standards.

Grafton Hall, Fond du Lac, incorporated in 1894, accepts girls from fourteen years up. The pupils come largely from the Middle West. Preparatory and academic courses are offered as well as a two-year junior college course. The school is accredited to the leading eastern colleges. Reginald H. Weller is president.

MINNESOTA

The Academy of Albert Lea College, Albert Lea, near the southern boundary of Minnesota, a Presbyterian institution established in 1884, offers a four-year college preparatory course. The students

come from the Middle West. Miss Gertrude S. Kingsland, A.M., Columbia, is dean.

St. Mary's Hall, the Bishop Whipple School for Girls, Faribault, is a home school for girls under strong church influence. This school grew out of the efforts of the Rt. Rev. Henry Benjamin Whipple, the first bishop in this region. From the "Bishop Seabury Mission," which he founded in 1866, have developed, in addition to St. Mary's, Shattuck School and Seabury Divinity School. The rector, the Rt. Rev. S. C. Edsall, is also president of the Seabury Divinity School. Miss Caroline W. Eels, the principal, studied at Oxford University. Instruction is offered from primary to college grade, and the faculty, which includes many college women, is a strong one. The life at St. Mary's is simple, homely, and devout. The girls come from the Northwest generally. The school has graduated about four hundred and twenty-five.

Lutheran Ladies' Seminary, Red Wing, on the Mississippi, was incorporated in 1892 by the Synod of the Norwegian Evangelical Church. The girls represent seven nationalities, chiefly Scandinavian, from Minnesota and other middle-western states. There have been over four hundred graduates. The Rev. Hans Allen, at the head of this institution since its opening, resigned in 1916.

Oak Hall, Mrs. Backus' School for Girls, 578 Holly Ave., St. Paul, until 1903 called Baldwin's Seminary, has been controlled by Mrs. Backus for thirty-two years. It is a day school with a resident department. About half the girls prepare for college.

College of St. Catherine, Cleveland Ave. & Randolph St., St. Paul, conducted by the Sisters of St. Joseph since 1905, offers the equivalent of a four-year high school course and a four-year college course leading to a degree. The faculty includes graduates of Columbia, Chicago, Wisconsin, and Minnesota. About one hundred and fifty girls are enrolled, largely from Minnesota, with a sprinkling from other states and Canada.

Stanley Hall, 2139 Pleasant Ave., an English classical boarding and day school in Minneapolis, was opened as a day school by Miss Olive A. Evers in 1890. The school offers instruction from primary upward and in 1913 college grades were added. Seven years ago the fine arts departments were combined with the Northwestern Conservatory and now annually enroll between six and seven hundred students.

Northrop Collegiate School, Minneapolis, established in 1900 and known as Graham Hall until incorporated in 1915, is a city school with a large day department. The residence for boarding students is in a separate building. The courses extend from primary to college grade and in the lowest grades little boys are accepted. Miss Elizabeth Carse, A.M., is principal, and Miss E. M. Smith, A.B., assistant principal.

College of Saint Scholastica, two miles north of Duluth, was established in 1892 as the "Sacred Heart Institute," by the Sisters of St. Benedict under the direction of the Rt. Rev. James McGolrick. It is a boarding and day school providing instruction for college preparatory and college students.

NORTH DAKOTA

Oak Grove Lutheran Ladies' Seminary, Fargo, incorporated in 1906 by the Lutheran Free Church, is a boarding school for girls from Scandinavian families of North Dakota, Minnesota, and Wisconsin.

SOUTH DAKOTA

All Saints School, Sioux Falls, established in 1885, is an endowed Episcopal boarding school with a hundred girls in attendance, about half of whom are in the day school. Miss Helen S. Peabody has been principal since the opening of the school.

MISSOURI

Miss Barstow's School, 15 Westport Ave., Kansas City, is a day school with a small boarding department. Instruction is offered in courses from kindergarten through college preparation. Miss Mary L. C. Barstow, the founder, is now succeeded by Miss Rose A. Witham.

Sunset Hill School, Kansas City, established in 1914 through the initiative of Mrs. Hugh C. Ward, is a country day school. It is the first school of its type west of the Mississippi and is something of a laboratory of modern educational methods.

Hardin College and Conservatory, Mexico, was established in 1873 by Ex-governor C. H. Hardin and since that time has graduated eight hundred students. The college is conducted by John W. Million, Johns Hopkins and Univ. of Chicago, who has been president since 1897. At one time Xavier Scharwenka was connected with the music department.

William Woods College, Fulton, established in 1890, has a grammar school course and a four-year college preparatory course. Of the two hundred students more than half live at the school and the majority are in the high school department. The president, Joseph L. Garvin, was succeeded in 1916 by Joseph A. Serena. The college is owned and controlled by the Christian Churches of Missouri.

Stephens Junior College, Columbia, is a preparatory school and junior college. The school was established in 1856 and is owned by the State Baptist Association and during its history has graduated nearly five hundred. James M. Wood, B.S., A.B., Univ. of Mo.; A.M., Columbia, is the head master.

Lindenwood, St. Charles, twenty-two miles northwest of St. Louis, is one of the oldest schools west of the Mississippi river, having been established in 1831. Most of the students live at the school and come largely from St. Louis, Mo., and the surrounding states. Junior college work is carried on. Dr. John L. Roemer, A.B., B.D., has recently become the president.

Mary Institute, Lake & McPherson Aves., St. Louis, is the leading college preparatory school for girls in St. Louis. It is conducted under the charter of Washington University, which was founded in 1853. In 1859 Rev. William Greenleaf Eliot, who had played an active part in the establishment of the University, founded and organized Mary Institute. It is exclusively a day school and has graduated over twelve hundred and the annual attendance during recent

decades has been nearly five hundred. Loyal alumnae have from time to time contributed funds. Edmund H. Sears, A.B., Harvard '74; A.M., Washington '97, has been principal since 1891.

Hosmer Hall, St. Louis, established in 1884 by Miss Shepard and Miss Mathews, was under the sole control of the latter for ten years until her death in 1907. Miss Louise McNair then succeeded to the management. When she gave up the school in 1916 the Alumnae Association took it over and has made plans for financing and building a new school to be ready in the fall of 1917. Miss Mary Josephine White, A.B., A.M., George Washington Univ., who was formerly at National Park Seminary and St. Timothy's, Baltimore, will be principal. College preparation and outdoor life will be emphasized.

Lenox Hall, "four blocks west of Limit Walk, the western boundary of the city of St. Louis," is conducted by Mrs. M. Louise Thomas. It is a well-equipped home and day school for girls with accommodation for forty resident pupils, representing twelve states but largely from the Southwest.

NEBRASKA

Brownell Hall, 10th & Worthington Sts., Omaha, founded in 1863 by Bishop Talbot, is the pioneer Church school in the West. It is an Episcopal boarding and day school, the Bishop of Nebraska being president of the board of trustees. There are junior, academic, and post-graduate departments. Miss Euphemia Johnson, the principal since 1911, was educated at Radcliffe and Columbia. She was supervisor of All Saints School at Sioux Falls from 1901 to 1909, and instructor at Wolfe Hall, Denver, for one year.

COLORADO

Wolcott School, at Denver, was established in 1898 by Miss Anna L. Wolcott (now Mrs. Joel F. Vaile), a former Wellesley student. On her marriage in 1913 the management of the school was turned over to other hands, but Mrs. Vaile continues her interest in the school. The school corporation includes leading citizens of Denver. It is essentially a day school although there is a boarding department for those from a distance. Provision is also made for younger girls. College preparation is a primary aim, but, in its function of providing for the educational needs of the leading families of the city, it makes adequate provision for those who do not wish to enter college. The faculty is headed by Dr. J. D. S. Riggs, formerly president of Ottawa University (Kan.) and Shurtleff College.

IDAHO

St. Margaret's Hall, Boise, an Episcopal boarding and day school for girls established in 1885, is the oldest Protestant school in the state. The instruction covers the whole range of girls' education, from kindergarten to college preparation. Miss Leonora Cox, B.S., Columbia, who studied also in England and Paris, is principal. The majority of the girls are from Boise.

UTAH

New Jersey Academy, 55 N. 2d W. St., Logan, is a boarding school for girls under the management of the Presbyterian Church. It was begun in 1878 by Rev. Calvin M. Parks and Mrs. Parks and

has had a steady growth. Miss Faith H. Haines, A.B., Vassar, is acting principal.

Rowland Hall, Salt Lake City, established in 1880, is a large Episcopal church school. Its present high standards and prosperity are due to Miss Clara I. Colburne who for nineteen years was principal. The school is well equipped and has a college-trained faculty. Miss Georgiana Humphreys, formerly of Huron College, S.D., is now in charge.

PACIFIC COAST STATES

WASHINGTON

St. Paul's School for Girls, Walla Walla, is an Episcopal school established in 1872 for both boarding and day pupils. Miss Nettie M. Galbraith is the principal.

The Annie Wright Seminary, Tacoma, was founded by the Rt. Rev. John A. Paddock, D.D., Bishop of Washington, in 1884, and has been endowed by Charles B. Wright of Philadelphia. Miss Adelaide Preston, Smith College, is principal. There is an alumnae association of two hundred.

The Saint Nicholas School, 712 Broadway North, Seattle, opened in 1910 by Miss Eda Buddecke and Miss Fanny Buddecke, has recently come under the direction of Miss Edith Dabney, A.B., Bryn Mawr. She is assisted by a faculty of college graduates. At present one hundred pupils are enrolled.

CALIFORNIA

Hamlin School, 2230 Pacific Ave., San Francisco, is a large residential and day school. Miss Hamlin, the principal, is a native of Massachusetts and a graduate of the University of Michigan. There are over a hundred girls in attendance, thirty of them in the elementary department, to which little boys are also admitted. Thirty boarding pupils are accommodated.

Miss Burke's School for Girls, 2310 Broderick St., San Francisco, is an exclusive school with a large day patronage. Miss Katharine Burke is the principal.

Elizabeth Murison School, 2139 Pierce St., San Francisco, is an excellent day school maintained by Miss Elizabeth L. Murison, for fifty girls with boarding accommodation for a dozen.

Dominican College, San Rafael, was incorporated in 1890 and is conducted by the Sisters of the Order. Instruction is given from primary to college grade and a school of music is maintained.

The Horton School, Perkins & Palm Sts., Oakland, has been maintained as a day school since 1884 by Miss Sarah W. Horton. It provides instruction from kindergarten to college preparation.

The Watson School, 87 Vernon St., Oakland, formerly at Berkeley, is a day school accommodating twenty boarding pupils. It has been maintained by Mrs. C. L. Watson since 1908. The school receives girls for instruction in all grades from primary to college and boys up to the age of thirteen. The school's growth has caused its removal to larger and more attractive quarters. Among the patrons are many Christian Scientists.

Miss Head's Boarding and Day School for Girls, 2538 Channing Way, Berkeley, established in 1887, has, since the retirement of Miss Head in 1909, been maintained by Miss Mary Elizabeth Wilson, the principal, a graduate of Smith College, assisted by a strong faculty, most of whom are college graduates. The four-year high school course is emphasized and a considerable number of the girls enter college, but there are also intermediate and primary departments. The girls come largely from surrounding towns.

Miss Ransom and Miss Bridges' School for Girls, Hazel Lane, Piedmont, established in 1906, has attained so marked a success that with the assistance of friends and patrons it was incorporated in 1913 and new buildings erected. Miss Marion Ransom, Vassar and Radcliffe, and Miss Edith Bridges, Univ. of Cal., are assisted by a faculty of twenty, more than half of whom are college graduates. The patronage is largely local and there are fifty resident students.

Miss Harker's School, Palo Alto, is a large day school with a limited accommodation for boarding pupils. Miss Catherine Harker, the principal, is a graduate of Vassar and is assisted by a strong faculty of college-bred women. The school was established in 1902 and its success necessitated the erection in 1907 of its present attractive building.

Castilleja School, Palo Alto, has for ten years been maintained by Miss Mary Ishbel Locky, A.B., Stanford. The buildings are admirably adapted to the purpose and climate, and out-of-door life is a special feature. There is a large day school, while the resident pupils come from all parts of California and other states. The course of study ranges from the Montessori class through junior college work.

Santa Barbara Girls School, 1624 Garden St., was incorporated in 1914 by prominent residents of Santa Barbara. Courses extend from kindergarten through college preparation. It is a day school but there is a resident department for twelve girls.

The Hollywood School for Girls, Sunset Boulevard & Hay Ave., Hollywood, a residential school just outside Los Angeles, is under the joint management of Miss Sophie S. Hogan and Miss Louise Knappen. Recitations and study periods are held out of doors except in rainy weather. Instruction is given in all grades from primary to a four-year high school course. Pupils come from various localities, including the East.

The Marlborough, 5029 W. 3d St., the oldest girls' school in Los Angeles, was established in 1889 by Mrs. G. A. Caswell, the principal. A practical, all-round education is given, with especial emphasis on thorough training in English. Though it is not primarily a college preparatory school a considerable proportion of its graduates have entered the leading colleges in the East as well as the West. There is a large day school, and thirty resident pupils are accommodated. A wholly new plant has been built recently. No work below high school grade is attempted and the average age of graduation is about nineteen. Some twenty girls graduate each year and the school has three hundred alumnae. The patronage is largely from California, but the boarding pupils are from nearly every state in the Union. The faculty consists almost wholly of college graduates. See p. 591.

Girls' Collegiate School, "Casa de Rosas," Adams & Hoover Sts., Los Angeles, was established in 1892 by its present principals, Miss Alice K. Parsons, Wells, and Miss Jeanne W. Dennen, Bradford Academy, who had conducted a school in Brooklyn for seven years previously. They are assisted by a college-trained faculty. The school has grown rapidly and sends girls to the leading colleges East and West. In 1909 the school was reorganized in upper and lower schools, with a post-graduate department. Special attention is given to physical training. Courses in domestic science, music, business methods, and arts, besides the regular college preparatory work, are offered to the one hundred and fifty girls. The Alumnae Association was organized in 1898.

Angeles Vista School, 1844 St. Andrew's Pl., Los Angeles, a small day and residence school, conducted by Ethelwyn Wing, Michigan and Wisconsin, since 1908, is now under the direction of her sister, Miss Oril Wing. The school provides a complete system of education from primary through first year college.

Westlake School for Girls, 612 Alvarado St., Los Angeles, is a large school with an enrollment of about two hundred. Miss Frederica H. de Laguna, A.M., Columbia, and Miss Jessica S. Vance, A.M., Stanford, the joint principals, were formerly members of the faculties of Chaffey College and the Univ. of Southern California.

St. Catherine's School, 636 W. Adams St., Los Angeles, established in 1910, is a non-sectarian school for girls under fifteen and in the primary and grammar grades, and prepares for the Marlborough and the Girls' Collegiate Schools of Los Angeles. The 'cubicle' system gives each girl a degree of privacy together with proximity and supervision. While most of the pupils are from the neighborhood there is accommodation for twenty boarding pupils. Miss Maude Thomas and Miss Mosgrave are the principals.

The Glendora Foot-Hills School, Glendora, The Bishop's School for Young Children, offers outdoor life on an orange ranch to the children of winter tourists, with a summer session for local patrons. Mrs. Leadora Whitcomb Dalzell and Miss Alice Erwin Watson are the principals.

The Orton School, 120 South Euclid Ave., an English-classical school for girls in Pasadena, was established in 1890 by Miss Anna B. Orton, a daughter of Professor James Orton of Vassar, the celebrated naturalist. The four-year high school course leading to college preparation may be continued into the first two years of college work.

Los Robles School, 386 South Los Robles Ave., Pasadena, established in 1900, was in 1915 entirely reorganized and is now under the management of Miss Blanche Bunnelle, formerly principal of the lower school at Belmont School and of the Grammar School at Throop Institute. Much time is spent in the open air.

The San Diego Bishop's Schools comprise an Episcopal day school in San Diego, Mrs. Maclean, principal, and a boarding school at La Jolla. These were established and incorporated in 1910 by the first bishop of Los Angeles and the boarding school was made possible by a donation from Miss E. Virginia Scripps of land and buildings. In the primary grades little boys as well as girls are admitted as day pupils.

COEDUCATIONAL SCHOOLS

MAINE

Westbrook Seminary, Portland, chartered in 1831, is an endowed school under Universalist control. It offers all secondary courses and a graduate course of two years. There are one hundred and twenty boarding and day students, largely from Portland and the surrounding towns with a sprinkling from other states and foreign countries. The boys and girls are accommodated in separate dormitories. The school has a notable body of alumni including men and women prominent in the affairs of New England. Since 1914 Clarence P. Quimby, A.B., Bates, A.M., Harvard, has been president.

The Maine Wesleyan Seminary, Kent's Hill, in its ninety-second year, is a prosperous endowed boarding and day school with a large farm, providing varied courses which attract two hundred and twenty-five students from all over the state. The course in agriculture is especially well given. In its ninety-two years of existence fifteen thousand students have passed through its halls. J. O. Newton, A.B., Wesleyan Univ., is a vigorous administrator and keeps the institution in the front rank of Maine schools.

Oak Grove Seminary, Vassalboro, is owned and controlled and largely patronized by the Society of Friends of New England. Opened in 1850, it was incorporated four years later as the "Oak Grove School." From the beginning the school failed to be self-supporting financially and was twice closed and twice burned. It is a conservative preparatory school giving close supervision to each pupil. Louis T. Jones, Ph.D., the principal, is a man of extensive educational experience. The school is temporarily closed during the war.

Coburn Classical Institute, Waterville, was established in 1829 as an academy preparatory to Colby College. It was given its present name as a result of endowments received in 1874 from Abner Coburn. The school offers college preparatory and general courses to one hundred and twenty-five boys and girls coming not only from the surrounding towns but also from throughout northern New England. George Stevenson, a graduate, was head master here for some years until he gave up the teaching profession. He was succeeded four years ago by Drew T. Harthorn, A.M. George Otis Smith, Director U.S. Geological Survey, is president of the trustees.

Maine Central Institute, Pittsfield, established in 1866, is a large school drawing its two hundred and fifty students from all over New England. A high standard of scholarship is maintained in all the courses, which fit for any college or scientific school, or train the pupils to be teachers. Since its establishment three thousand six hundred students have enjoyed the privileges of the school. S. R. Oldham, A.B., Harvard, is the principal. The faculty are nearly all college-trained.

Hebron Academy, Hebron, founded in 1804, has many famous names upon its roll of alumni. Well endowed and beautifully situated, it has under the virile administration of William E. Sargent since 1885 fully maintained its prestige. Its two hundred and fifty students while largely from Maine come from all parts of New England from the South and West. Its graduates have been enrolled in all leading American colleges and universities. See p. 536.

Fryeburg Academy, Fryeburg, has been a coeducational school since its establishment in 1792 and remains a vigorous institution with high school courses attended by over one hundred and thirty boys and girls. The principal is Ernest E. Weeks.

Thornton Academy, Saco, is a well-endowed academy which for more than a century has provided excellent educational facilities for the boys and girls of the region. During the last ten years more than seventy of its graduates have entered the Maine colleges.

The Lanier Home School, on the Piscataqua river, Eliot, opened in 1914, is the outgrowth of the summer camp which for some years Mr. and Mrs. Sidney Lanier have there maintained. Mr. Lanier, son of the Southern poet, has inherited the poetic and creative temperament which Mrs. Lanier admirably supplements and executively utilizes for the inspiration of children and grown-ups. It is a school of the most intimate sort for their own three children and a dozen others, where all organic life activities are made educative and the traditional artificialities of school are not permitted to interfere with the child's real life. Materially the life is simple and inspirationally rich, untrammelled by formalities.

NEW HAMPSHIRE

New Hampton Literary Institution and Commercial College, New Hampton, established in 1821, is a vigorous endowed institution. It has two thousand living alumni in New Hampshire and as many more in other New England states, among them several state governors. Frank W. Preston is the principal of the Commercial College, and C. L. Joy is associate principal.

Tilton Seminary was founded in 1845 and incorporated in 1852 as the New Hampshire Conference Seminary. Removed in 1862 to Tilton, nineteen miles north of Concord, it adopted its present corporate name in 1903. In its long history it has enrolled over eight thousand students and today is attended by three hundred, one third of whom come from outside the state. Under the strong and able administration of George L. Plimpton, who has been the principal since 1896, the seminary has greatly increased its endowment and numbers, and is well equipped to maintain the best traditions of the old academies.

Kimball Union Academy, Meriden, was opened as a Congregational boys' school in 1813, but in 1840 a newly-started seminary for girls united with it. The one hundred and fifty pupils, though largely local, represent seven states and five foreign countries. Charles Alden Tracy, B.L., Dartmouth, has been the principal since 1905. Miss E. A. Kimball, founder of the Kimball School for Girls, Worcester, is the preceptress of the girls.

Sanborn Seminary, Kingston, was built and endowed by Major

Edward S. Sanborn in 1883. It offers college preparatory and general courses to one hundred boarding and day students who come from surrounding towns. The school has graduated three hundred, of whom more than one fourth have entered college. Z. Willis Kemp, A.B., A.M., Bowdoin; Ph.D., Univ. of Ill., is the principal.

Colby Academy, New London, was opened in 1837 as the New London Academical Institution. In 1853 it was renamed in honor of the Colby family who had long been friends of the school and who added to its endowment. It is a boarding and day school,—a successful and prosperous survival of the old-fashioned academy type. Its varied courses attract about one hundred and eighty students from New England, chiefly New Hampshire. Justin O. Wellman, A.B., Colby College '98, has been the principal since 1905.

Proctor Academy, the successor of the old Andover Academy, was opened in 1881. It is a boarding and day school having an attendance of ninety boys and girls from all over New England. The curriculum is especially arranged for students who do not expect to enter college. Francis T. Clayton, a graduate of New York University and Union Theological Seminary, is the principal.

New Ipswich Appleton Academy, the second oldest academy in New Hampshire, was founded and incorporated in 1789. In 1853 it was endowed by Samuel Appleton. It provides sound instruction for forty local pupils. There is dormitory accommodation for a small number of girls.

Pinkerton Academy, Derry, is an old-time New England academy founded in 1814. Howard W. Poor, a graduate of Bowdoin, who taught in the Somerville High School for nineteen years, has been principal since 1916.

VERMONT

St. Johnsbury Academy is a large school of local patronage accommodating three hundred and thirty students. It was founded and endowed in 1843 by three brothers of the Fairbanks family. Scholarships and many gifts enable the school to offer varied courses at low cost. College preparation is the first aim but instruction is offered in industrial training, commercial work, and fine arts. The principal is Martin G. Benedict.

Montpelier Seminary, established in 1832 at Newbury, is a flourishing school under Methodist influence, giving a good educational training at low cost. In 1866 the school moved to Montpelier. Special emphasis is put on college preparation and a large percentage of its graduates go to college, although a variety of other courses is offered. There is an enrollment of one hundred and seventy largely from Vermont. The principal since 1914 is the Rev. John W. Hatch, Univ. of Maine '88, who is a man of enthusiasm and initiative.

Troy Conference Academy, Poultney, established in 1834 by the Methodists, is a boarding school with separate dormitories for boys and girls coming from all parts of the United States, but largely from New York and New England. Since the destruction by fire of the old building in 1908 new buildings have been erected, so the equipment is modern. The school has received many endowments and generous gifts and is thus able to offer thorough instruction at a moderate cost. Charles L. Leonard, A.B., D.D., is the principal.

MASSACHUSETTS

The Buckingham School, 2 Buckingham Pl., Cambridge, is a day school for young girls for the first nine years of school life. Boys are fitted to enter the sixth class from the top of college preparatory schools. There is an attendance of about one hundred and fifteen pupils from the families of the Harvard faculty and old Cambridge. Begun by Miss Markham twenty-two years ago, the school was incorporated by leading citizens of Cambridge in 1902 and has since been under the able administration of Miss Katharine M. Thompson, A.B., Radcliffe, assisted by a staff of thirteen room and department teachers.

Miss Park's School, Hedge Rd., Brookline, is a large and successful elementary school for girls and boys, patronized by the leading families of Brookline. Miss Pierce established the school thirty years ago, and Miss Julia B. Park, Wellesley 'or, is the principal.

The Chestnut Hill School, organized in 1893, is an elementary day school for girls and boys, receiving them from neighboring families and preparing them for leading secondary schools in the vicinity of Boston. Miss Martha A. Cushman is the principal.

Thayer Academy, Braintree, is a school of local importance endowed by Sylvanus Thayer in 1877. It is free to the residents of the original town of Braintree from which region its one hundred and twenty pupils come. William Gallagher, a graduate of Harvard, is the head master.

Derby Academy, Hingham, was founded and endowed in 1784 by Madam Sarah Derby. Throughout its long history it has provided instruction for boys and girls from Hingham and the adjacent towns on the south shore. As conducted today it is a day school providing instruction from kindergarten through the grammar school grades. The principal, Mrs. Marita M. Burdett, formerly of Chestnut Hill School and Volkmann School, receives a few boarding pupils in her home.

Dean Academy, Franklin, twenty-eight miles southwest of Boston, is a day and boarding school of which Arthur W. Peirce has been head master since 1897. There are over two hundred boys and girls in attendance, many of whom are from New England.

Leicester Academy, Leicester, has been coeducational since its establishment in 1784. Its early history is significant because of many educational innovations and experiments there introduced.

Cushing Academy, Ashburnham, an endowed boarding and day school opened in 1875, bears the name of its first benefactor. There are about one hundred and seventy students coming from all over New England. Hervey S. Cowell, Bates College, who since 1875 has devoted his life to educational work, has been the principal since 1887.

RHODE ISLAND

The East Greenwich Academy, a boarding school established in 1802, is conducted by a board of trustees under the Methodist Episcopal Church of New England and northern New York. It offers college preparatory, commercial, and music courses at low cost, and while it draws one hundred and fifty boys and girls from all over New England, its patronage is largely local.

CONNECTICUT

Wabanaki School, Round Hill Road, Greenwich, is a most interesting and novel educational enterprise for both boys and girls. It was begun in 1915 as the "Little School In The Woods" under the direction of Mrs. Charles Tarbell Dudley, a graduate of Bryn Mawr, with the support and backing of Ernest Thompson Seton and other residents of Greenwich. It is a modern experimental school applying the best of progressive theories. In an interesting environment the educational appeal is made through the senses. Art, music, folk dancing, and handicraft are inherent parts of the pupil's day. Much of the work is accomplished in the outdoors. Participative democracy is practiced and leads to expression. At present the school is chiefly confined to younger boys and girls, but the plan is to carry them through all the stages of preparation for college. See p. 576.

The Gilbert School, Winsted, is a private high school established in 1895 by the bequest of the late William L. Gilbert. It is a day school, free to the people of the town with a nominal tuition to those from outside. Walter D. Hood, A.B., is the principal.

The Berle Home-School, Litchfield, is a school for the intensive training of children from six to thirteen, opened in 1915. The director, the Rev. A. A. Berle, is well known for his vitally interesting books "The School in the Home" and "Teaching in the Home" which relate the system of education he followed so successfully with his own children. The head master is Ira Z. Allen, whose own experience in public school work convinced him of the enormous waste of their methods and led him to establish this school.

The Norwich Free Academy, Norwich, originated in a movement of leading citizens as early as 1846 which culminated when the academy was incorporated in 1854. It differs in type from both the academies and high schools, between which it is historically a connecting link. As early as the closing years of the eighteenth century there had been an old-time private academy at Norwich. The movement to establish a free academy met with great opposition, for many at this time opposed free education beyond the elementary schools. The orators of the day including Daniel Webster were enlisted, and the agitation which resulted did much to further the development of the high school system, but in Norwich no high school was established. Though amply endowed the free academy makes a nominal charge to residents of the town and exacts a tuition of \$60 from non-residents. The school was early influenced by the Putnam School of Newburyport, no longer existing.

The Norwich Free Academy has served a useful purpose and continues its successful career as a coeducational school with an attendance of over six hundred from Norwich and adjoining towns. To Robert Porter Keep, Yale '65, who was principal from 1885 until he resigned in 1903 to take charge of his aunt's, Sarah Porter's, school at Farmington, the school owes hardly less than to its founders. Harry A. Tirrell has been principal since 1904.

NEW YORK

Friends Seminary, 226 E. 16th St., New York City, has been maintained since 1860 as a day school for boys and girls from kinder-

garten through high school. Edward B. Rawson of Johns Hopkins, who has been connected with the school since 1890, and Miss Alice S. Palmer, are the principals.

Ethical Culture School, Central Park West & 63d St., New York City, a day school, was established in 1878 by Felix Adler, who had established the New York Society for Ethical Culture two years before. The aim of the school is a social, an ethical one, yet it is democratic, comprising among its pupils the children of the rich, the middle classes, and the poor. The school provides instruction from kindergarten through college preparation, and has branched out in new activities and now maintains departments in art, science, and shop work. In 1912 an open-air department was inaugurated where the children study and recite in the open air the year round. There are in attendance upward of seven hundred and fifty.

Miss Chaires Out-door School of Natural Education, 115 West 79th St., New York City, is an out-of-door play school for young children with kindergarten, primary, French, German, and art classes. Folk and esthetic dancing, painting, and drawing are made much of.

The Lincoln School of Teachers College, 646 Park Ave., New York City, is the title assumed by the much heralded new or modern school supported by the General Education Board. It will open in the fall of 1917 occupying the building of the former Charlton School. The school is "established for the purpose of contributing by experiment to the development of a curriculum adapted to modern conditions." (See p. 63.) This year boys and girls will be accepted only for the first three elementary grades and for the three lower junior high school grades. The director is Otis W. Caldwell, formerly head of the department of Natural Science in the School of Education of the University of Chicago.

Adelphi Academy, Lafayette Ave. & St. James Pl., Brooklyn, founded in 1863, passed to the control of a corporation in 1869 and since that time has provided sound instruction in elementary and secondary school studies in preparation for college or business to the children of the residents of Brooklyn. It is a city day school with six hundred and seventy-five students in attendance, two thirds of whom are in the elementary department. Eugene C. Alder, a graduate of Kansas and Harvard, is the principal.

Friends School, 112 Schermerhorn St., Brooklyn, is a day school for boys and girls with a large elementary department. The school has been conducted by the Society of Friends under a board of trustees for half a century. John L. Carver, B.L., A.M., Ph.D., is the principal. The little children and some of the older classes recite on the roof in the open air.

Friends Academy, Locust Valley, L.I., was established and incorporated in 1876 by Gideon Frost. It is a prosperous boarding and day school with an enrollment of about one hundred from nearby towns. Intermediate and college preparatory work are taken up under the principalship of Nelson A. Jackson.

The Staten Island Academy, New Brighton, established in 1884, is a large day school which offers an advanced progressive school program under the most capable auspices to over two hundred boys and girls from the kindergarten grades upward. It is maintained

by a corporation for the good of the community. Frank R. Page, Harvard, is the head master and his faculty are college or professionally trained. The educational value of the Boy Scout movement is recognized and utilized, and there is also a group of Camp Fire Girls. The enrollment of two hundred and fifty is chiefly in the elementary departments, but over one hundred boys and girls have entered the leading colleges.

Roger Ascham School, White Plains, was established about seven years ago by Mrs. Joseph Allen (Annie Winsor), a sister of the Winsors of Boston. Mrs. Allen is an able woman with sound and clearly defined ideas on education of children, and author of an inspiring book, "Home, School, and Vacation." The Roger Ascham School was established to put these views into practice and has met with marked and merited success. It is a day school for both boys and girls of all ages from kindergarten to college. To provide for the demand a branch school at 129 E. 79th St., New York City, has been opened for fifty boys and girls under eleven. Matthew P. Gaffney became head master in 1917.

Hartwick Seminary in the town of the same name in central New York, both named for their founder, was opened in 1797. As provided by the charter its principal, J. G. Traver, is a Lutheran clergyman and a course in Lutheran Theology is given.

The Cazenovia Seminary, Cazenovia, in the lake region of central New York, was founded as early as 1824, and is the oldest continuously existing Methodist Conference seminary. In its long history it has done much for education in New York State. In the ninety-two years of its existence it has had more than fifteen thousand students many of whom have since become prominent. It is a prosperous, endowed boarding and day school offering a wide range of courses. It is attended by nearly two hundred students. Rev. Charles Drake Skinner, D.D., president since 1908, was succeeded in 1916 by Rev. Charles E. Hamilton, A.M.

The Oakwood Seminary was founded in 1796 as the Friends' Academy at Nine Partners, and was subsequently removed to Union Springs on Cayuga Lake, where it was incorporated in 1860, receiving its present name in 1876. It is an endowed college preparatory school accommodating over eighty boys and girls, one third of whom are day pupils. W. J. Regan became principal in 1916.

The Cook Academy, Montour Falls, is an endowed boarding and day school, founded in 1872 by Colonel Elbert W. Cook and endowed by Baptists. Emil Hanke, A.B., Colgate, has been the principal for the last six years.

Palmer Institute-Starkey Seminary, Lakemont, was founded in 1839, on Lake Seneca. About twenty-six years ago the name was changed because of the benefactions and endowment of the Hon. Francis A. Palmer. It is a boarding and day school with elementary and high school departments. Martyn Summerbell, A.B., N.Y. City Coll.; LL.D., Elon, has been the president since 1898.

Genesee Wesleyan Academy, Lima, eighteen miles south of Rochester, was established by the Genesee Conference in 1832. It enrolls over two hundred boarding and day students, nearly all from New York State. A variety of courses is offered both in the

elementary and high school work, but college preparation is emphasized. The Rev. Earl D. Shepard is the president.

NEW JERSEY

Hoboken Academy, Hoboken, is a day school founded in 1860 by the German-speaking residents of Hoboken, that their children might attend a school based upon German ideals of thoroughness and receive instruction in that language. William C. Raymond, Pd.M., N.Y. Univ., is the principal.

Hasbrouck Institute, Jersey City, is a college preparatory school founded in 1856. It offers high school and elementary courses to two hundred boys and girls. Charles C. Stimets, Oswego Normal College and Rutgers, has been the principal since 1876.

The Spining School, South Orange, a day school for boys and girls, has been maintained since 1900 by Miss Harriet M. Spining, A.M., Columbia, with the assistance of able men and women teachers.

Short Hills School, Short Hills, has been maintained by Henry F. Twitchell as a day school, meeting local requirements for boys and girls from elementary through high school.

PENNSYLVANIA

Friends' Select School, 140 N. Sixteenth St., Philadelphia, is a descendant of the earliest school established by the Friends in 1689 and is still under their direct management. The two schools for boys and girls, which had been separate since 1832, were united in 1886. It is a day school emphasizing college preparatory work with a large elementary department. The school has an unusually well equipped playground and excellent provision for manual training and domestic science. There is definite religious instruction. Walter W. Haviland, A.B., Haverford, is the principal.

Friends' Central School, 15th & Race Sts., Philadelphia, founded 1845, counts among its pupils many grandchildren of earlier ones. It is a large day school providing instruction from elementary through high school. Dr. John W. Carr, A.M., Ph.D., engaged in educational work since 1885, succeeded W. Elmer Barrett as principal in 1915.

Oak Lane Country Day School, Oak Lane, Philadelphia, has been recently organized to afford the advantages of country and rural activities with opportunity for the study of fundamental industries. John R. P. French, A.M., is the head master.

Germantown Friends School, the largest of the Orthodox Friends schools in and about Philadelphia, was established in 1845 for their children exclusively, but since 1885 all denominations have been admitted. In 1849 oversight of the meeting was discontinued and the school was conducted as a private enterprise for nine years when the Friends again assumed control. It is a successful day preparatory school accommodating four hundred and fifty girls and boys and is so popular as to have a waiting list. Stanley R. Yarnall is the principal.

Westtown Boarding School, Westtown, is a day school under the patronage of the Society of Friends and only members of that order are admitted. The school was founded in 1799 and since that time eleven thousand boys and girls have been educated there. William F. Wickersham is the principal.

George School, Bucks County, twenty-five miles northeast of Philadelphia, is a Friends boarding school established in 1893 in accordance with the will of John M. George, providing for the education of the children of Friends, however poor. It is a large and growing school enrolling two hundred and fifty students of high school grade, drawn from all over the eastern states, eighty per cent of whom are from Quaker families. A dozen or more students enter college yearly. There are over three hundred and fifty alumni and four times that number of former non-graduate students. George A. Walton, a graduate of the University of Pennsylvania, has been the principal since 1912.

The Easton Academy, Easton, has for a generation and more provided instruction from primary to college preparation, and has an attendance of about one hundred and fifty local students. The school is the successor of earlier schools of the town extending back to the eighteenth century. It has been under its present name and organization since 1884. Samuel R. Park became principal in 1887 and in 1893 sole proprietor. Of the two hundred and fifty graduates of the school many have entered the leading colleges.

Perkiomen Seminary, Pennsburg, is a prosperous coeducational school reorganized in 1892 under the patronage of the Schwenkfelder Church, with Rev. Oscar S. Kriebel, A.M., B.D., Oberlin; D.D., Franklin and Marshall, as the principal. Since then it has steadily grown and now draws three hundred students from Pennsylvania and adjacent states. Among its nine hundred alumni, six hundred and seventy-five have entered higher institutions of learning, including the leading colleges and universities of the country. The school does commendable work in helping young people of limited means to an education.

Keystone Academy, fifteen miles from Scranton, established in 1868, is an endowed institution providing a variety of courses. It advertises itself as a school for young men but had a recent enrollment of forty "Ladies" and seventy-nine "Gentlemen," largely local. It offers dormitory accommodation for boys only.

Wyoming Seminary, near Wilkes Barre in the Wyoming Valley, was founded in 1844. It is a prosperous example of the old-time academy, providing liberally for the education of the sons and daughters of the region round about. There are over five hundred students annually in attendance, one half of whom take the academic courses. Dr. Levi L. Sprague, an alumnus of the institution, has been connected with the school since 1868 and has been the president since 1882.

The New Bloomfield Academy, in the Blue Ridge region of Pennsylvania, has for seventy-nine years been a coeducational preparatory school with boarding and day departments accommodating one hundred and fifty students, chiefly from the surrounding country. Added endowment recently received has made possible improved equipment. The school is conducted by Donald C. Willard, A.B., Univ. of Penn., the principal, and the Rev. Joseph S. Roddy, the director. The school specializes in a junior department for pupils under twelve.

Williamsport Dickinson Seminary, founded in 1848 by the Method-

ists, is attended by over three hundred students from Williamsport and nearby towns of central Pennsylvania. The generous gifts of friends enable the school to offer a variety of courses at low cost. The Rev. B. C. Conner, a graduate of the Seminary and of Wesleyan, has been the president since 1912, and had previously had wide experience in teaching and in the ministry.

Schuylkill Seminary, Reading, is attended by one hundred and fifty students, mostly day pupils from nearby towns. It was established at Reading by an Evangelical Association in 1881 but from 1886 to 1902 was located at Fredericksburg. Since 1902 it has been located at Reading. The school offers preparation for college and theological or other professional schools. Rev. Warren F. Teel, Ph.B., Northwestern College; A.M., Univ. of Penn.; D.D., Franklin and Marshall, has been the principal since 1901.

York Collegiate Institute, York, founded and endowed in 1873 by the late Samuel Small, is a day school with a small boarding department. College preparation is emphasized but a finishing course is also offered to the girls. During its history over fifteen hundred students have attended the school and there is an annual enrollment of one hundred coming from nearby towns. At present forty graduates are enrolled in the leading colleges and professional schools. The Rev. E. T. Jeffers has been the principal since 1893.

The School of Childhood of the University of Pittsburgh is for children from four to seven years of age, embodying in practice the best present-day scientific theories in regard to education. The school had its origins in the School of Play organized by the Pittsburgh Playground Association, taken over by the University in 1912. It is one of a number of schools honestly endeavoring to do pioneer educational work. There is no charge for tuition.

DELAWARE

Friends School, Fourth and West Sts., Wilmington, is an endowed day school established in 1748. Instruction is given from primary through college preparation. Herschel A. Norris, A.M., Princeton, is principal.

MARYLAND

Friends School, Park Place, Baltimore, established in 1899, is a cooperative day school providing the children of its patrons with the best educational facilities from kindergarten to college at actual cost. Edward C. Wilson, B.S., Swarthmore '01, is principal.

The Park School, Auchentoroly Ter., Baltimore, opened in 1912, was established as a demonstration school for the actual working out of the best of the newer ideas. Physical and manual training are given as much care as mental growth. The school believes in plenty of fresh air, lack of unnatural restraint, and the natural response of the normal child to the right kind of surroundings, interesting work, and gradually increasing responsibility. Over one hundred and seventy-five pupils are enrolled. Eugene Randolph Smith, A.M., Syracuse Univ., for sixteen years devoted to school work, is the head master.

Blue Ridge College Academy, New Windsor, now in its eighteenth year, offers a four-year college preparatory course to seventy-five

boys and girls from the region round about. The school is under the control of the Church of the Brethren.

WASHINGTON, D.C.

Sidwells' Friends School, 1811 I St., N.W., is a large and prosperous day school established in 1883 by Thomas W. Sidwell, Univ. of Penn., and Mrs. Frances Haldeman-Sidwell, Vassar. It has justly earned a reputation for sound training and has prepared students for the leading eastern colleges. About two hundred and forty are in attendance. The school offers instruction from primary to college.

VIRGINIA

Shenandoah Collegiate Institute, Dayton, in the middle of the Shenandoah Valley, was organized in 1875 and has since changed its name several times. It is an old-time institution, which, by its varied courses, attracts nearly six hundred students, half of whom are enrolled in the music department.

GEORGIA

North Avenue Presbyterian Church Day School, 527 Peachtree St., Atlanta, begun in 1909 as an elementary day school, now embraces all departments through the high school. All teachers are specially trained. The two hundred and fifty pupils come from the representative families of Atlanta. Miss Sarah Converse is the principal.

FLORIDA

The Academy of Rollins College, Winter Park, established thirty-two years ago, offers a four-year course in preparation for the college. There are about eighty pupils chiefly from Florida, but a considerable number come from the North, attracted by the mild climate. George M. Ward, D.D., LL.D., is the president.

KENTUCKY

Cumberland College, Williamsburg, formerly Williamsburg Institute, is a Baptist 'junior college,' dating from 1888. It offers courses of academic and college grade, including domestic science, manual training, agriculture, music, and art. E. E. Wood, A.M., is president.

TENNESSEE

Price-Webb School, Lewisburg, fifty miles south of Nashville, was formerly Haynes-McLean School. E. T. Price, the principal, is a graduate of the Webb School and Vanderbilt University, and with the assistance of W. R. Webb, of Bell Buckle, in an advisory capacity, in 1912 reorganized this old school on the lines which have made the Webb School so successful. It is a day school.

Carson and Newman College, Jefferson City, dates from 1851. The four-year college preparatory course is taken by boys and girls, from the region round about. J. M. Burnett is president.

ALABAMA

Mrs. Johnson's Private School for Little Children, Fairhope, has become famous among advanced educators as the School of Organic Education. Children from the kindergarten to high school age learn here in a natural way through supplying their own needs and finding their own expression. They are not 'taught,' repressed, depressed, or suppressed. Text-books are used as little as possible. There is no tuition charge, the work being supported by voluntary

subscriptions. There is however boarding accommodation for some resident pupils. Mrs. Marietta L. Johnson is the principal. A summer session, chiefly for teachers, is held at Greenwich, Conn. A fuller account of the school is given in Dewey's "Schools of Tomorrow."

LOUISIANA

Isidore Newman Manual Training School, New Orleans, was established in 1903, and through the munificence of the donor, whose name it bears, it is a non-sectarian day school with kindergarten, elementary, and high school grades, emphasizing manual training of all sorts, throughout the courses. The school teaching staff consists of twenty-four college-trained men and women, and prepares for the leading colleges in the country.

TEXAS

San Marcos Baptist Academy, thirty miles from Austin, opened in 1906, offers a seven-year course preparatory to the Texas colleges and makes a special feature of its musical department. There are in attendance over two hundred and fifty pupils, the majority of whom are boys, coming almost wholly from the state. J. V. Brown became the president in 1916.

OHIO

Wooster Academy, Wooster, is the preparatory department of the College of Wooster, a Presbyterian institution. John H. Dickason, A.M., is the present principal.

University School, Blair Ave., Avondale, Cincinnati, was organized and incorporated in 1903 by interested parents, and is administered by a board of trustees of business and professional men. It is a democratic school having departments from kindergarten through high school. Each of the first eight grades is in charge of an individual teacher. William E. Stilwell, A.B., A.M., Harvard, has been head master of the school since its inception. The faculty of eighteen men and women teachers have all had thorough training and experience in teaching.

MICHIGAN

Waverley Home and Day School, 79 Rosedale Ct., Detroit, is a small school established in 1913 by George L. Bixby, S.B. and S.M., M.I.T., for the children of Christian Scientists.

Spring Arbor Seminary, eight miles south of Jackson, is a religious school established in 1873 and maintained by the Free Methodists. H. S. Stewart is the principal.

Calvin College, Grand Rapids, an institution of Christian Reformed Church established in 1876, maintains a preparatory school attended by boys and girls of Dutch parentage, from the surrounding towns.

Ferris Institute, Big Rapids, is the largest private school in the state giving a variety of courses. There are two departments: the preparatory having a registration of about six hundred and fifty and the elementary about seven hundred. The principal of the school is Woodbridge N. Ferris, who was elected governor of Michigan in 1912.

ILLINOIS

The Francis W. Parker School, 330 Webster Ave., Chicago, aims to carry out the principles first propounded by the well-known educator, Francis W. Parker. Interest is stimulated by adapting the studies to the pupil's own experience. The range of the school is wide—from kindergarten through grammar grades and high school. Miss Flora J. Cook, long a co-worker with Colonel Parker, has been the principal since 1900 and is assisted by a strong staff of grade and special teachers.

The University High School, 58th & Monroe Sts., Chicago, was formed in 1903 by the union of the Chicago Manual Training School, which had been running twenty years, and the South Side Academy, founded ten years previously. The two institutions were brought in 1903 to the grounds of the University of Chicago to unite and form a part of the School of Education. The High School serves as a laboratory for the University in the solution of educational problems. Franklin W. Johnson, A.B., Colby '91, the principal, is assisted by a faculty of about forty, all of whom are experienced instructors.

Evanston Academy, Evanston, is a large college preparatory school established in 1860 by the trustees of Northwestern University on its campus. About half the students are in residence and there are separate dormitories. Practically all the graduates enter leading colleges. Edward W. Marcellus, Northwestern University, became principal in 1915.

Elgin Academy, Elgin, since 1903 controlled by Northwestern University, is an endowed school annually enrolling one hundred local students above the grammar grades. Ernest P. Clark succeeded Horace M. Buckley as principal in 1916.

Grand Prairie Seminary, Onarga, chartered in 1863, is an endowed school which, until 1880, granted degrees. Instruction has since been limited to high school subjects. Hubert Phillips has been president since August, 1914. The one hundred girls and boys come largely from Illinois.

Whipple Academy, Jacksonville, the Preparatory Department of Illinois College, through the generous endowment of Dr. Samuel L. Whipple, began its career in 1869 as a boys' school. In 1903 it became coeducational. The life of the academy centers in Whipple Hall but the equipment and the faculty of the college are available. Charles H. Rammelkamp, Ph.B., Ph.D., is the president.

The Shurtleff Academy, Alton, has existed since 1827 as the preparatory department of Shurtleff College, the oldest educational institution in the Mississippi Valley. George M. Potter has been the president for about five years.

WISCONSIN

German-English Academy, 558 Broadway, Milwaukee, founded in 1851 by prominent Milwaukee Germans under the leadership of Peter Engelmann, claims to be the sole heir of German-American culture in Milwaukee. It is a school of German thoroughness, offering complete instruction from kindergarten to college. The patronage is wholly local. Under the same management there is a

Normal School for Teachers which draws from all over the north central states. Max Griebisch is the director.

Evansville Seminary and Junior College, Evansville, founded in 1855 by Methodists, now under the control of the Free Methodists, annually enrolls two hundred, one fourth of whom come from outside the state, and offers junior college courses. Richard R. Blews, Ph.D., Cornell Univ., is the president.

Wayland Academy, Beaver Dam, is an endowed Baptist school for boys and girls, founded in 1855. The curriculum offers high school work, some junior college work, and music courses. The attendance is from the north central states. Edwin P. Brown, A.B., Univ. of Chicago '96, principal since 1901, is a man of keen business sense, zealous for the reputation of the school.

MINNESOTA

Pillsbury Academy, Owatonna, seventy miles south of St. Paul and Minneapolis, is a boarding school established as Minnesota Academy in 1877 by the Baptist State Convention. In 1886 the name of the academy was changed because of the gifts of the great flour merchant, George A. Pillsbury. Military drill is prescribed in the five grades. There are separate dormitories for the boys and girls. About thirty graduate each year. Milo B. Price, Ph.D., Leipzig Univ., who had previously been an instructor in other leading preparatory schools, has been principal since 1904.

IOWA

Jewell Lutheran College, Jewell, established in 1893 by the Evangelical Lutheran Church, is a preparatory school with a four-year academic course as well as commercial and music courses. About fifteen graduate annually. The students are largely Scandinavians and come from surrounding states. The Rev. K. O. Eittem is the president.

MISSOURI

The Principia, Principia Park, St. Louis, is exclusively for the children of Christian Scientists and enrolls about two hundred and fifty pupils, one half of whom are in residence. It is a preparatory day and boarding school established in 1898 by Mrs. Mary Kimball Morgan, who is the acting principal. The school offers instruction from kindergarten through a six-year preparatory course, with commercial, domestic science, and manual training courses as well. Military training for the boys and physical training for both boys and girls are given prominence.

The University Schools, Columbia, comprise an elementary school and a high school under the administration of the department of education of the University of Missouri. Dr. J. L. Meriam, professor of School Supervision in the University, is superintendent. The first is primarily an observational school where the best modern theories of natural education are being tested out. The high school is a practice school. Both are used as laboratories in the study of educational methods.

KANSAS

Southwestern Academy, Winfield, the preparatory department of Southwestern College, was established in 1885 and is controlled by

the Methodist Episcopal Church. There is an annual attendance of about seventy and the alumni number about three hundred. Arthur L. Stickel, A.B., Ill. Wes. Univ. '81, A.M. '00, who has had long educational experience, has been the principal since 1911.

Washburn Academy, Topeka, a Congregationalist school, is the preparatory department of Washburn College, which was established in 1865. Over one hundred are enrolled, mainly local. Wilson C. Wheeler is principal.

Ottawa University Academy, Ottawa, conducted by Baptists since its establishment in 1885, offers a four-year college preparatory and a four-year commercial course. Miss Lulu M. Brown, A.M., is principal of the academy.

WASHINGTON

Seattle Seminary and College, Seattle, is a Free Methodist institution with a four-year academic course. There are over two hundred in attendance, divided about equally between boys and girls who come chiefly from Seattle and the Northwest in general.

OREGON

Music-Education School, Portland, now four years old, is for the teaching of all subjects "upon the principles applied in the music education of the child." It is under the direction of Calvin Brainerd Cady, Teachers College, Columbia. The principal is Miss Elizabeth Hoar Cady. Its purpose is to demonstrate that "there are aims to be attained and means for accomplishing those ends that lie at least somewhat beyond the conceptions that obtain in the larger part of our public and private school work." The course covers the usual subjects of instruction in a novel and interesting way.

Portland Academy, 13th and Montgomery Sts., Portland, organized in 1889, is an endowed boarding school. A four-year academic course is supplemented by a Lower School which covers a seven-year grammar school course. There are over three hundred in attendance, chiefly from Portland, and about thirty enter college annually. James F. Ewing is the principal.

CALIFORNIA

The Polytechnic Elementary School, Pasadena, is a large day school, a reorganization in 1907 under a board of trustees of the Grammar School Department of Throop Polytechnic Institute. Miss Grace Henley, the principal, is a progressive educator who makes full use of the educational value of manual arts,—industrial arts, wood work, cooking, and sewing, in all grades.

Washburn School, San José, is a small day school maintained by Arthur and Jessica T. Washburn from 1894 until recently. Its courses especially prepare for admission to Leland Stanford University. Miss Mary E. Meyrick is principal.

SCHOOLS AND CONSERVATORIES OF MUSIC

New England Conservatory of Music, Huntington Ave., Boston, Mass., established in 1867 by Dr. Eben Tourjee, is not only the oldest institution of its kind in the country but the largest and best equipped. It has always offered the best of facilities in all branches of musical instruction. Since removing to its new building it offers advantages perhaps unrivaled elsewhere. Facilities for every kind of concert and orchestral performance are provided by class-room instruction supplemented by frequent concerts and recitals. The Conservatory Orchestra gives especially useful training to instrumentalists. The School of Grand Opera offers a practical as well as theoretical training. The school has no endowment, aside from provision for a few scholarships. The debt incurred for the new building has been somewhat reduced by gift. The charter of the school prohibits it from being conducted for profit and the present surplus is being applied to reduce the indebtedness. George W. Chadwick, the director, is an orchestral composer and conductor of international reputation. Over twenty-seven hundred students are in attendance from all parts of the country. Ralph L. Flanders is the general manager. See p. 593.

Faelten Pianoforte School, 30 Huntington Ave., Boston, Mass., was established in 1897 by Carl Faelten who has been connected as instructor and director with various prominent musical institutions since his arrival in this country in 1882. He is a concert pianist, and the originator of the Faelten System of fundamental training now widely adopted in music schools.

The Fox-Buonamici School of Pianoforte Playing, 581 Boylston St., Boston, was established in 1908 by Felix Fox and Carlo Buonamici, who are now assisted by graduates of the school. Mr. Fox is a concert pianist and a leading exponent of the teaching of Isidor Philip; Mr. Buonamici, the son of a noted Italian pianist.

The New Haven School of Music, Merchants' National Bank Building, New Haven, Conn., established in 1911, offers instruction in voice, violin, piano, and the theory and history of music. The school is an incorporated mutual association of music teachers for the purpose of increasing their teaching efficiency.

New York College of Music, 128 E. 58th St., New York City, founded in 1878, is an incorporated institution of high standing. The directors are Carl Hein and August Fraemcke. The faculty is especially strong in the piano, vocal, violin, and theory departments. A training course is offered for teachers of public school music.

The American Institute of Applied Music, 212 W. 50th St., New York City, was incorporated in 1900 by the board of regents of the University of the State of New York for the purpose of amalgamat-

ing the several educational interests of the Metropolitan College of Music (1891), the Metropolitan Conservatory of Music (1886), the Synthetic Piano School (1887), and the American Institute of Normal Methods. The institute has a strong faculty and offers practical and theoretical courses leading to the degrees of Bachelor and Doctor of Music.

The Institute of Musical Art of New York, 120 Claremont Ave., New York City, Frank Damrosch, Director, was founded and liberally endowed in 1905 by James Loeb, which has made it possible to conduct it free from commercial motive. The object of its establishment was to give serious and talented music students a thorough, all-round musical education at moderate cost. Students who follow the prescribed courses of study share in the endowment. Mr. Carl Friedberg heads the department of piano, Franz Kneisel, of the celebrated Kneisel Quartet, is at the head of the department of stringed instruments, and Percy Goetschius, whose works on harmony and counterpoint are of international celebrity and use, is at the head of the department of theory. .See p. 592.

The David Mannes Music School, 154 E. 70th St., New York City, under the direction of David and Clara Mannes, offers primary, intermediate, advanced, and teachers' courses.

The Elinor Comstock School of Music, 41 E. 80th St., New York City, was opened in 1914. Miss Comstock, a pupil of Leschetizky, has for seventeen years been a teacher of music in New York. The members of her school have opportunities for carrying on academic as well as musical study.

The von Ende School of Music, 44 W. 85th St., New York City, founded in 1910 and directed by Herwegh von Ende, has a distinguished faculty, including such names as Sigismond Stojowski, Anton Vitek, Adrienne Remenyi, Albert Ross Parsons, and Hans van den Burg. The school is chartered by the board of regents of the University of the State of New York. A dormitory for young ladies is maintained one block from the school.

New York School of Music and Arts, Central Park West, cor. 95th St., New York, offers courses in all branches of music and the arts from primary to finishing, under the direction of Ralfe Leech Sterner, well known as a writer and teacher on vocal subjects, assisted by an eminent faculty of European and American teachers. The school was established in 1901. There are special courses for teachers, and a dormitory for the boarding students. See p. 592.

Crane Normal Institute of Music, Potsdam, N.Y., grew out of the work which was begun by Miss Julia Crane in 1884 in the Potsdam State Normal School and which she still continues there. As the state made no provision for the fuller training which Miss Crane deemed essential she has, while continuing her duties in the State Normal, built up this private institution the work of which supplements the work of the state school and yet is entirely supported by its tuition.

The Ithaca Conservatory of Music, Ithaca, N.Y., organized in 1892 and incorporated in 1897, offers preparatory and intermediate work and a four-year academic course. The students' concert companies give an opportunity for practical experience through

touring in the East. Two thirds of the students are non-resident. The school occupies four large buildings in the center of the city.

Syracuse University, Syracuse, N.Y., maintains a large Department of Music in the College of Fine Arts under G. A. Parker, dean.

Philadelphia Musical Academy, 1617 Spruce St., Philadelphia, Pa., was founded in 1870 and incorporated in 1915. Richard Zeckwer, a graduate of Leipzig Conservatory, has been director since 1876. Instruction is given in all branches of practical and theoretical music by the class system.

Peabody Conservatory of Music of Baltimore, Charles St. & Mount Vernon Pl., Baltimore, Md., is a portion of the great foundation established in 1868 by George Peabody, the leading philanthropist of the day, and is the oldest endowed institution of its kind. It occupies a part of the Peabody Institute Building, in which are also the Gallery of Art, the Public Library, and three concert halls. There is a Conservatory Annex of two buildings nearby. Harold Randolph has been director since 1898. A special course is given for students wishing to teach music in the public schools. There are no entrance requirements, students being placed in the grades for which they are best fitted.

Birmingham Conservatory of Music, 1818 2d Ave., Birmingham, Ala., was opened in 1895 by Benjamin Guckenberger, and is now ably conducted by Mr. and Mrs. Gussen. The Fletcher method for children is in use.

Cincinnati Conservatory of Music, Highland Ave. & Oak St., Cincinnati, Ohio, was founded in 1867 by Clara Baur, aunt of the present directress. Instruction is given in elocution, physical culture, and languages, besides practical and theoretical music. A dormitory was recently added to the main building. Pupils are received from the age of six years upward.

The College of Music of Cincinnati, Elm St., Cincinnati, Ohio, was founded and endowed in 1878 by Reuben R. Springer, Theodore Thomas having been the first musical director. It offers instruction in elocution and languages, aside from vocal and instrumental music, and maintains a teachers' training department. The theory department is strong. About fifty students graduate each year.

Dana's Musical Institute and College of Music, Warren, Ohio, founded in 1869 by William H. Dana, was chartered in 1911 with power to confer degrees. Practical and theoretical music are taught in daily lessons, the history and theory of music being required. Dormitories are provided for both men and women.

Oberlin College Conservatory of Music, Oberlin, Ohio, has long occupied a leading position among the music schools of the Middle West. It was organized in 1865, being fostered by the interest in sacred music and by the Puritan traditions of the early New Englanders who settled Ohio. Charles Walthall Morrison, the director, is assisted by a strong faculty. The students have the opportunities for library and gymnasium work and the lecture privileges of the connection with Oberlin College. Courses are offered in all branches of vocal and instrumental music and theory, and may be combined with other college courses. Students may live in the dormitories.

The Toledo Conservatory of Music, Inc., Toledo, Ohio, established in 1900, caters to a large patronage from northwest Ohio, Michigan, and Indiana. Instruction is given in all branches of music, with emphasis on normal training for teachers. Bradford Mills has been the director since 1900.

The University School of Music, Ann Arbor, Mich., gives thorough instruction in piano, voice, violin, violoncello, organ, and brass instruments, public school methods, and the theory of music. Established in 1880 the school has since 1888 been in charge of Albert Augustus Stanley, A.M., composer and one of the founders of the American Guild of Organists. It is affiliated with the University of Michigan. The school maintains a choral union of three hundred, an orchestra of fifty; and gives a hundred concerts annually.

Detroit Conservatory of Music, 1013 Woodward Ave., Detroit, Mich., which was established in 1874 by J. H. Hahn, is now under the direction of Francis L. York, A.M., Michigan, a pupil of Guilman. Besides offering courses in all branches of music the school has established a complete academic department and there are courses in school drawing, kindergarten methods, and folk-dancing. The faculty consists of about one hundred experienced teachers. Dormitory accommodation is provided.

Detroit Institute of Musical Art, 67-69 Davenport St., Detroit, Mich., in its second year, is conducted by Guy Bevier Williams. The school maintains five branch schools and is affiliated with the Thomas Normal Training School. There are dormitory advantages.

Chicago Musical College, 624 S. Michigan Boulevard, Chicago, Ill., was established in 1867 by Dr. Florenz Ziegfeld, four years after his coming to America from Germany. The growth of the school has kept pace with the development of the city and it is now one of the permanent educational institutions of Chicago, with the backing of its best citizens. It occupies commodious quarters in the Lake Park Building, in which there is a large and attractive concert hall. All branches of musical instruction are offered though stress is laid on work for the piano and the voice. Free and partial scholarships are available. Over two thousand students, chiefly from the Middle West, are enrolled in the regular courses, the summer normal course, and the evening classes. Felix Borowski, now president, is prominent in the musical world.

American Conservatory of Music, 304 S. Wabash Ave., Chicago, Ill., is the creation of John J. Hattstaedt, who established it in 1886. Instruction is provided for students in all grades of advancement and the curriculum is modern and very comprehensive, including all branches of instrumental and vocal music, theory and composition, dramatic art, physical culture, and modern languages. Many prominent names are included among the eighty members of the faculty. About two thousand students are enrolled from over thirty different states.

Columbia School of Music, 509 S. Wabash Ave., Chicago, Ill., established in 1901 by Miss Estelle Phelan and Miss Clare Osborne Reed, its present director, specializes in normal training for piano

and vocal teachers, and public school music and methods. A course is offered in the Dalcroze method of eurythmics.

The Mary Wood Chase School of Musical Arts, 64 E. Jackson Blvd., Chicago, Ill., organized in 1907 as a school of the piano, was incorporated in 1912 and many other departments were added. A special feature is made of normal courses and courses for professional musicians and a school of speech arts has been added.

The Technical Normal School of Chicago, 3207 Michigan Boulevard, Chicago, Ill., was opened in 1911 to prepare students to teach art, music, domestic science, and physical education in public and private schools. The training aims to correlate the academic, technical, and professional or pedagogical aspects of the subjects taught. The staff includes graduates of many of the leading universities. Two dwelling-houses within a block of the school are used as dormitories for students from a distance.

The Sherwood Music School, 410 S. Michigan Ave., Chicago, Ill., established by William H. Sherwood, was incorporated in 1910 and is now in charge of Miss Georgia Kober, a pupil of Mr. Sherwood. Instruction is given in all branches of music, as well as dramatic art, with emphasis on the normal course for teachers, who are given opportunity for observation and practice, and on public school music. A dormitory is provided.

Caruthers School of Piano, Fine Arts Building, Chicago, was opened by Miss Julia Lois Caruthers in 1901. In addition to academic and teachers' training courses, private lessons are given. Graded classes are conducted for children.

Centralizing School of Music, 20 E. Jackson Blvd., Chicago, Ill., founded in 1907 by Miss Gertrude Radle-Paradis, maintains a number of branch studios in and around Chicago and conducts courses in pianoforte, lyric diction, singing, violin, public school music, etc., as well as a normal department and a model training school for prospective teachers.

The Cosmopolitan School of Music and Dramatic Art, Auditorium Building, Chicago, Ill., is an incorporated institution of which Mrs. Willard S. Bracken is president. A strong feature of its work is the academic course of three years, including theory and history of music. A course is also offered in dramatic art.

Bush Conservatory, 800 N. Clark St., Chicago, Ill., was established by William L. Bush in Bush Temple, which was a memorial to his father. Other buildings have been added, including a dormitory for women. Two thirds of the students come from outside Illinois. Kenneth M. Bradley, the president, has ambitious plans for the development of the institution.

The School of Music of Northwestern University, Evanston, Ill., organized in 1891, is a professional music school which bears the same relation to the university as the professional school of law or medicine, and has degree-conferring powers. Peter Christian Lutkin has been dean of the school since its foundation. The school has an interchange of work with the College of Liberal Arts and other departments of the university.

Knox Conservatory of Music, Galesburg, Ill., is a department of Knox College, established in 1883. William Frederick Bentley

has been in charge of the music department since the third year of its establishment and to him is due its growth and development. He is also a well-known conductor of music festivals through the Middle West. Dormitory accommodation is provided for girls.

Lawrence Conservatory of Music, Appleton, Wis., is a department of Lawrence College. Particular attention is given to preparation of teachers for music work in the public schools. Peabody Hall, erected in 1909, is the gift of the late George Peabody. The school has its own dormitories for women and the men may live in one of the halls of the college. Frederick Vance Evans is the dean.

The Northwestern Conservatory of Music, Art, and Expression, 806 Nicollet Ave., Minneapolis, Minn., founded in 1885, is now under the direction of Olive Adele Evers. Courses are offered in practical and theoretical music, art, expression, and various special branches, while younger students may avail themselves of class work equivalent to regulation high and grammar school courses, through Miss Evers' interest in Stanley Hall, a girls' school. There is a summer school course, and evening classes during the winter.

Minneapolis School of Music, Oratory, and Dramatic Art, 42 Eighth St., S., Minneapolis, Minn., organized and incorporated in 1907, offers instruction in all branches of music, dramatic art, and languages. Theory is required of all graduates. William H. Pontius has been the director since the school's incorporation.

Drake University, Conservatory of Music, Des Moines, Ia., offers instruction in vocal and instrumental music as well as the theory and history of music, with special work for teachers. The patronage is mostly from the western states and Canada. Holmes Cowper is dean.

The University School of Music, Lincoln, Neb., owned and conducted by Willard Kimball since 1894, was until 1911 affiliated with the University of Nebraska. Mr. Kimball, Oberlin '73, is a well-known conductor in this section of the country.

Oakland Conservatory of Music, Oakland, Cal., is one of a chain of music schools established in the principal coast cities by Adolf Gregory in 1891 and maintained by his pupils, the main office being in San Francisco. Instruction is offered in all branches of music.

College of the Pacific, Conservatory of Music, San Jose, Cal., is in charge of Warren D. Allen. All branches of instrumental and vocal study are taught with the object of fitting for the teaching profession or concert appearance. A course in public school music is offered. Students may also pursue courses in College Park Academy and in the College of Liberal Arts.

University of Southern California, College of Music, 400 Mason Opera House, Los Angeles, Cal., opened thirty-one years ago, gives instruction in all branches of music. W. F. Skeele is dean.

SCHOOLS OF ART

Commonwealth Art Colony, Boothbay Harbor, Me., established in 1904, is a summer school for serious study. The staff gives instruction in illustration; painting, from landscape or model; design; arts and crafts; and music. The Colony offers an outdoor life and many social attractions, and the country round about supplies picturesque subjects for painting and sketching or photography. Asa G. Randall, B.S., of Providence is the director. Many of the students are accompanied by friends who take no courses.

School of the Museum of Fine Arts, Huntington Ave., Boston, Mass., founded in 1876, gives instruction to those who wish to become painters, sculptors, and designers. The curriculum is elaborate and carefully devised for the ends desired. Pupils must be over sixteen years of age. Nineteen scholarships are offered. The staff of instructors includes Frank W. Benson, Leslie P. Thompson, Philip L. Hale, and William James. Among its graduates are many well-known artists.

School of Fine Arts, Crafts, and Decorative Design, 126 Massachusetts Ave., Boston, was established in 1914 by C. Howard Walker, architect, art lecturer, and editor, and Miss Katherine B. Child. It offers a four-year course in decorative art, interior decorating, metal work, and pottery. Practical training is given in an art shop connected with the school. The trip to New York in the spring teaches the students to study a museum quickly and well.

Fenway School of Illustration, Fenway Studios, Boston, is a training school for illustrators maintained by Chase Emerson, Harold Brett, and Arthur P. Spear, painters and illustrators. Susan E. Phillips is director. The school equips the student with practical knowledge for the various fields of illustrative art.

Boston School of Painting, 64 Commonwealth Ave., Boston, in its eleventh year, is conducted by Arthur M. Hazard, the well-known portrait painter and mural decorator, and several assistants, who emphasize the practical side of art in illustration and commercial drawing, portrait painting and mural decoration, practical design, ceramics and china decoration. The school is small and allows much chance for individual attention.

New School of Design and Illustration, 248 Boylston St., Boston, established in 1911, gives instruction in a great variety of subjects and has an annual attendance of about two hundred. The directors are Douglas J. Connah and Vesper L. George.

School of the Worcester Art Museum, 24 Highland St., Worcester, Mass., is now in its eighteenth year. Since 1907 it has occupied the former residence of Mr. Salisbury, founder of the school and museum. Since 1909 H. Stuart Michie has been director. Special facilities are offered in design and the crafts.

Rhode Island School of Design, 11 Waterman St., Providence, R.I., was founded and incorporated in 1877. L. Earle Rowe is the director. Instruction is offered in the following departments: freehand drawing and painting, decorative design, sculpture, archi-

itecture, mechanical design, textile design, jewelry and silversmithing, normal art. The state makes an annual appropriation for scholarships. The school has its own museum.

School of the Art Society of Hartford, 28 Prospect St., Hartford, Conn., has been maintained and managed by a board of prominent Hartford women since 1877. It has in the past numbered among its instructors such pre-eminent artists as William Chase and Dwight W. Tryon. The present instructors include Philip L. Hale and Robert F. Logan, and Grace Olmstead Clarke. Drawing, painting, costume, illustration, and design are taught.

Yale School of Fine Arts, New Haven, Conn., is an independent department of the university, founded in 1864 by Mr. and Mrs. Augustus Russell Street, at whose expense the building was erected. The school has continued to receive gifts and endowments so that in 1910 new galleries and class-rooms were added. The school has two valuable collections of paintings,—the Trumbull collection, of historical portraits and events of the American Revolution, which formed the nucleus of its Art Museum, and the Jarves collection of Italian paintings, unexcelled in this country. William Sergeant Kendall has been director of the school for some years. Three-year courses are offered in painting, sculpture, and a four-year course in architecture. To the first two, students of both sexes are admitted. Preparatory work is offered for absolute beginners.

Modern Art School, 72 Washington Sq., South, New York City, offers opportunities for students to come in contact with the new spirit that is animating old art forms. Summer classes are conducted at Provincetown, Mass. Frederic Burt is the director of both the school and the summer classes. **See p. 595.**

Cooper Union, 3d Ave. & 8th St., New York City, founded by Peter Cooper in 1859, was the forerunner of many similar institutions, having avowedly inspired the Carnegie benefactions. Additional endowment has continued to come from the family of the founder and others interested in art and art education. At the time of the opening of the school, in 1859, it took over the work of a private society, which offered a course in the arts of design to women, and has since maintained a free art school for women, and free evening art classes for men. C. R. Richards is director, and the art classes are under the immediate direction of Frederick Dielman.

The Art Students' League of New York, 215 W. 57th St., was founded in 1875 and incorporated three years later. Its board and officers include many prominent citizens who have a broad interest in art, and in its list of active members are several of the best known artists and art lovers in New York. The League maintains classes of instruction in all branches of art. Growth in attendance has twice necessitated the removal to enlarged quarters and it is now located in the American Fine Arts Building in studios especially adapted to its purposes. The instructors include some of the prominent and more successful artists of New York and the work turned out by its students is probably not excelled by that of any other school. The League maintains two summer schools,—one in the city under George B. Bridgman, and a school of landscape painting at Woodstock in the Catskills under John F. Carlson.

New York School of Applied Design for Women, 160 Lexington Ave., was founded and incorporated in 1892 by Mrs. Dunlap Hopkins for the purpose of affording to women practical instruction in the arts and crafts whereby they might become self-supporting. The instructors are practical men and women engaged in the crafts which they here teach. The directors and officers are public-spirited men and women interested in art education and the institution is further supported by subscribing patrons. More than nine thousand women have been graduated from the school.

New York School of Fine and Applied Art, 2237 Broadway, succeeded the Chase School in 1909. Courses are offered in drawing, painting, interior decoration, the crafts, costume design, illustrative advertising, and normal training. Vocational art and vocational art teaching are emphasized. Frank A. Parsons is president and Susan F. Bissell, executive secretary. The school is incorporated under the board of regents, and holds a summer session at Port Jefferson, L.I.

The Arts High School of the Ethical Culture School, Central Park West & 63d St., opened in 1913, is designed for those who wish to specialize in art during the last two years of high school work. Two hours a day are given to the study of art. The school is prevocational and opens the way to a more intelligent choice in some special form of art for their profession. Two years of high school work are required for admission and a diploma is given for the two years spent in the art school.

National Academy of Design, Free Schools, 109th St. & Amsterdam Ave., founded in 1825, give instruction in drawing, painting, sculpture, and etching. Tuition is free but a small entrance fee is charged. In 1916 Robert Aiken succeeded Adolph A. Weinman as head of the school.

Pratt Institute, School of Fine and Applied Arts, Ryerson St., Brooklyn, founded in 1887, gives especial attention to normal courses in art and manual training. Courses are also given in drawing, illustration, applied design, architecture, crafts, and jewelry. Scholarships are offered by friends of the school and by the Art Students' Fund Association.

The Albany School of Fine Arts, 52 S. Swan St., Albany, N.Y., established in 1910, offers a three-year course and a normal teachers' course as well as special work in crafts, design, and architecture, under the direction of the State Education Department. Miss Edith Very, B.S., Columbia, is director.

Syracuse University, College of Fine Arts, Syracuse, N.Y., opened in 1873, has departments of architecture, painting, and design. George A. Parker is dean of Fine Arts and the summer school is in charge of Charles B. Walker.

Pennsylvania Academy of the Fine Arts, Broad St., above Arch, Philadelphia, Pa., founded in 1805, is the oldest school in America devoted exclusively to the cultivation of the fine arts. All the instructors, specialists in their respective lines, are well-known artists or sculptors. About twenty students each year are given traveling scholarships through the generosity of friends of the school.

Thorough instruction is offered in drawing and painting, sculpture, and illustration.

School of Industrial Art of the Pennsylvania Museum, Broad & Pine Sts., Philadelphia, chartered in 1876, sprang from the increased interest in art and art education awakened by the Centennial Exhibition. Its trustees include public-spirited men and women of Philadelphia. Leslie W. Miller is the principal. In the School of Applied Art, instruction is given in architecture, design, interior decoration, as well as illustration and the crafts, with a normal course for teachers. Several scholarships are offered. A summer school is maintained under the direction of Otto F. Ege, and a textile school gives courses in dyeing, weaving, finishing, etc.

Philadelphia School of Design for Women, Broad & Master Sts., Philadelphia, established in 1844, offers instruction in all branches of art, under the direction of Miss Emily Sartain. It is the oldest school of industrial art in America.

Corcoran School of Art, 17th St. & New York Ave., Washington, D.C., was established in a small way in 1875 when certain rules and regulations were adopted for the observance of persons drawing or copying in the Corcoran Gallery. In 1890 the new Art School building was opened and in 1897 a new gallery building was opened. Edmund Clarence Messer is principal of the school, which gives instruction in drawing and painting. Tuition is free but an annual entrance fee of \$10 is charged.

Schools of Art and Design of Maryland Institute, Mount Royal Ave., Baltimore, Md., founded in 1825 and reorganized in 1848, has maintained day classes and a night school since 1849, in charge of C. Y. Turner. The board of managers includes well-known Baltimore citizens. The Rhinehart School of Sculpture was made possible in 1908 by a state appropriation and the gift by Andrew Carnegie of \$263,000. The usual art courses are offered, with emphasis on work in glass, pottery, leather, wood, and metal.

The H. Sophie Newcomb Memorial College for Women, New Orleans, La., maintains a school of art, founded in 1887 by Mrs. Josephine Louise Newcomb, who in 1895 gave new buildings. In 1901 an additional building was erected for applied art work-rooms. A specialty is made of pottery and of other crafts, including embroidery and jewelry.

Institute of Applied Arts of the Ohio Mechanics Institute, Cincinnati, O., founded in 1828 and incorporated in 1829, first opened its teaching work in 1856 as an evening school. The old building was remodeled in 1900 and a day school added. In 1908 Mrs. Mary M. Emery gave \$500,000 for a new building which was completed in 1911. Architecture, art and design, decorative glass work, and normal art work are offered.

Art Academy of Cincinnati, Cincinnati, founded in 1869 and formerly known as the McMicken School of Design and Art School of Cincinnati, is maintained by the trustees of the Cincinnati Museum Association, which includes a number of prominent citizens. Its endowment through several sources amounts to practically half a million. Instruction is given in drawing, painting, modeling, and applied arts. Part-time courses are arranged for high school and

other special students. A summer school is maintained and a two-year course for teachers.

Columbus Art School, 492 E. Broad St., Columbus, O., founded in 1879 by the Columbus Art Association, offers instruction in drawing, painting, illustrating, sculpture, design, and metal work. Julius Golz, Jr., is director.

Cleveland School of Art, Juniper Road & Magnolia Drive, Cleveland, O., founded in 1882, in charge of Miss Georgie L. Norton, gives instruction in the principles of art, design, and crafts. Six four-year courses are offered, the last two years of which are elective, with a two-year course for teachers. Three scholarships are given by friends of the school.

The Art School of the John Herron Art Institute, Pennsylvania & 16th Sts., Indianapolis, Ind., conducted by the Art Association of Indianapolis and made possible by the will of John Herron, was opened in 1902 and has been in its present building since 1907. Harold Haven Brown is the director. The school offers the usual courses in drawing, painting, design, modeling, and normal art. Saturday morning classes are maintained and a summer school.

School of Design of Detroit Museum of Art, Jefferson Ave. & Rivard St., Detroit, Mich., has for six years given instruction in drawing, design, modeling, and normal art, under the direction of George T. Hamilton. Affiliated with the Detroit Museum of Art, the School of Design is given public funds. Several scholarships are awarded each year.

The School of Fine Arts, Fine Arts Building, Detroit, gives instruction in painting and illustration under John P. Wicker.

The Art Institute of Chicago, Lake Front, opposite Adams St., Chicago, Ill., is probably one of the best equipped and most thorough-going art institutions in the country. It was incorporated in 1879 and is the continuation of the old Academy of Design established in 1866. Until 1914, the late William M. R. French was the director of the Institute. He has been succeeded by George William Eggers, who is now acting director. Theodore J. Keane occupies the position of dean of the school. The school offers full courses of instruction in academic drawing and painting, illustration, decorative design, modeling and sculpture, ceramic painting, architecture, and normal art. About eleven hundred are enrolled in the day school, six hundred in the Saturday classes, eight hundred in the evening classes, and three hundred and fifty in the summer school—a total of nearly twenty-nine hundred. Forty-three States of the Union, as well as a number of foreign countries, are represented among the students. See p. 594.

Chicago Academy of Fine Arts, 81 East Madison St., Chicago, maintained by Carl N. Wertz since 1903, gives instruction in fine, decorative, and normal art, and dress design, with emphasis on the vocational and commercial aspects.

Chicago School of Applied and Normal Art, 606 South Michigan Ave., Chicago, maintained since 1908 by Miss Emma Church, formerly with the Chicago Academy of Fine Arts, gives instruction in painting, illustration, design, and crafts. About forty per cent of the students come from outside Chicago.

Minneapolis School of Art, Dorrilus Morrison Park, Minneapolis, Minn., has been conducted by the Minneapolis Society of Fine Arts since 1886, and gives instruction in fine and applied arts through day and evening classes. A new art building near the Institute of Arts was opened in 1916, and a separate director for the school appointed. A number of scholarships are awarded annually. The students come from all parts of the United States.

The St. Paul Institute School of Art, The Auditorium, St. Paul, Minn., established in 1895, maintains classes in painting, modeling, illustration, and design. Lee Woodward Zeigler is the director, and the trustees represent well-known and influential citizens of St. Paul.

Cumming School of Art, Des Moines, Ia., under direction of Charles A. Cumming, gives the usual courses in art with a spirit which although conservative is yet thoroughly serious and firm. The course of study is strictly academic.

St. Louis School of Fine Arts (Washington University), Skinker Road & Lindell Boulevard, St. Louis, Mo., founded in 1874, a department of the university, is in charge of Mr. E. H. Wuerpel. Instruction is given in all branches of art, with emphasis on crafts, and the art museum is supported by the city. Several scholarships are offered by friends of the school. The majority of the students come from Missouri, but the whole of the West is represented. The University also maintains schools of architecture, drawing, and history of art.

The Fine Arts Academy of Denver, 31 E. 18th Ave., Denver, Col., established in 1912 under the direction of Miss Abigail Holman, gives instruction in fine, decorative, and normal art.

California School of Design, San Francisco Institute of Art, San Francisco, Cal., founded in 1874, has since 1894 been affiliated with the University of California. It offers courses in drawing, painting, illustration, design, crafts, and normal work for teachers. A summer course was added in 1914. Pedro J. Lemos is acting director.

California School of Arts and Crafts, 2119 Allston Way, Berkeley, Cal., offers courses in fine, applied, and normal arts. Frederick H. Meyer is director. The summer school is held at Carmel-by-the-Sea. There are day, evening, and Saturday classes.

Carmel Summer School of Art, Carmel-by-the-Sea, Cal., is conducted by C. P. Townsley, who was associated for many years with Mr. Chase in the management of the Shinnecook Summer School of Art and the Chase European Classes. There are classes in painting from the landscape and from costume model out of doors, and from the portrait model and from still life in the studios.

The Stickney Memorial School of Fine Arts, Fair Oaks & Lincoln Aves., Pasadena, Cal., opened in 1914 by C. P. Townsley, gives instruction in drawing, painting, modeling, illustration, and composition, under the auspices of the Pasadena Music and Art Association. Students are enrolled from different parts of the United States and South America.

Los Angeles School of Art and Design, 6th & Alvarado Sts., Los Angeles, Cal., established in 1887, gives instruction in all branches of art. L. E. Gorden-Macleod is director. In 1914 a summer school was opened.

KINDERGARTEN TRAINING SCHOOLS

Miss Wheelock's Kindergarten Training School, 110 Riverway, Boston, Mass., is perhaps the best known and most successful in New England. For twenty-seven years it has been conducted by Miss Lucy Wheelock, about whose personality it centers. She is a woman of broad sympathies who has exerted a wide influence in her field. Applicants must have the equivalent of a high school education, must be nineteen years of age, and able to play the piano and sing. Students are received on two months' probation and those from a distance are expected to live in the school dormitory. The Froebel system is closely followed but the training is broad.

Miss Niel's Kindergarten Training School, 200 Commonwealth Ave., Boston, was established in 1906 by Miss Laura Fisher, and has since 1912 been conducted by Miss Harriet Niel. The school offers a normal course of two years.

Perry Kindergarten Normal School, 18 Huntington Ave., Boston, prepares for kindergarten, primary, and playground positions. The school limits its numbers to forty-eight and is in charge of Mrs. Annie Moseley Perry.

Lesley Normal School, 29 Everett St., Cambridge, Mass., established in 1909, is conducted by Mrs. Edith Lesley Wolfard. Proximity to Harvard makes possible lectures by university professors and in addition to kindergarten work preparation is offered for primary and playground teaching. There are opportunities for observing the work of kindergartens in Boston and vicinity. Residence accommodation is provided for a limited number.

The Fannie A. Smith Froebel Kindergarten Training School, 863 Lafayette St., Bridgeport, Conn., is one of the oldest existing schools of its kind. Established in 1885, jointly with a kindergarten and private school which had been running two years, it has enrolled over fifteen hundred children and gives a very thorough training. Miss Smith is still principal and has given students the unusual opportunity of practicing the principles of Froebel in the same school in which they study. Additional practice is given in the public schools of the city.

Connecticut Froebel Normal Kindergarten Primary Training School, 179 West Ave., Bridgeport, a boarding and day school established in 1899, offers academic, kindergarten, primary, and playground courses. The principal is Miss Mary C. Mills, who has, through aggressive and enterprising methods, built up a prosperous school.

The Harriette Melissa Mills Training School for Kindergarten and Primary Teachers, New York University Bldg., Washington Sq., New York City, opened in 1909, is affiliated with New York University and conducted by Miss Mills, lecturer in the School

of Pedagogy and principal of the Kindergarten Department in the Summer School of the University. The two-year normal course is approved by the state board of regents and is accredited in New York University as two years of professional work leading to a degree. The instructors include heads of departments in the School of Pedagogy, and specialists and lecturers of note.

The New York Kindergarten Association, 524 W. 42d St., conducts a kindergarten training school which offers a two-year observation and practice course.

The Froebel League, 112 E. 71st St., has maintained a kindergarten training school since 1909. A kindergarten was opened in 1897 and the League incorporated a year later. The board of trustees is made up of prominent New York women. The work of the League has broadened and includes an elementary school, a mothers' department, and a nurses' class. It occupies its own specially constructed building and in 1914 opened a students' residence. The course provides a very complete technical training, and adds many subjects that contribute to the all-round development of the individual. A part of the last year is spent on the League's almshouse Connecticut farm, where much is made of nature study.

The Ethical Culture School, Central Park West & 63d St., maintains a kindergarten-primary normal training department in connection with its complete course of instruction. The school was established in 1878 by Dr. Felix Adler. Throughout the normal work the kindergarten and primary education are put on a common basis. The well-organized school from kindergarten to college grade affords excellent opportunities for observation and practice and the study of the continuous development of the child from kindergarten to later stages of school life. Afternoon classes leading to kindergarten-primary diplomas are given in methods. Franklin C. Lewis is the superintendent.

Teachers College, Columbia University, established in 1887, has a kindergarten department in charge of Miss Patty S. Hill, the well-known worker along these lines, since 1910.

Miss Hart's Training School for Kindergartners, 3600 Walnut St., Philadelphia, Pa., is conducted by Miss Caroline M. C. Hart, who was at one time connected with the Baltimore Kindergarten Association. A very thorough preparation is made possible by the cooperation of five kindergartens in different parts of the city.

American Montessori Training School for Teachers, Torresdale, Philadelphia, is conducted by Mrs. J. Scott Anderson in a building especially adapted to the needs of the school. The work is taken up on the same lines as in Signora Montessori's school in Rome, where Mrs. Anderson studied for a time.

Kindergarten Normal Institution, 1426 Q St., N.W., Washington, D.C., established in 1874, is maintained by Miss Susan Plessner Pollock, whose mother, Mrs. Louise Pollock, first introduced the kindergarten system in English into this country.

Atlanta Kindergarten Normal and Elementary School, Atlanta, Ga., conducted since 1897 by Miss Willette A. Allen, gives a two-year course in Froebel and Montessori principles. The children's class has an enrollment of about twenty-five. Miss Allen is

a graduate of the Chicago Central Normal and the Hailman Training School for Kindergartners and has done graduate work at New York University.

Cincinnati Kindergarten Association Training School, 6 Linton Rd., Cincinnati, O., is carried on under a board of trustees by Miss Lillian H. Stone. The school is affiliated with the University of Cincinnati and gives the students an opportunity for practice in the public schools, mission, and private kindergartens.

Cleveland Kindergarten Training School, 2050 E. 96th St., Cleveland, O., was organized in 1894 by the Cleveland Day Nursery and Free Kindergarten Association, acting with the advice and help of Miss Elizabeth Harrison and Mrs. J. N. Crouse of the National Kindergarten College, with which it is now affiliated. It is conducted by Miss Netta Faris, a graduate of Chicago Kindergarten College, as are many of its staff. The students have opportunities to observe and practice in the nine practice kindergartens around the city. The three-year course of study is broadly planned. Candidates are accepted on six weeks' probation.

The Law Froebel Kindergarten Training School, 2313 Ashland Ave., Toledo, O., grew out of a kindergarten established in 1883 by Dr. Mary E. Law, M.D., and since that time has graduated some five hundred teachers, including nearly all those engaged in kindergarten work in the Toledo public schools. Froebel principles as well as those of the Montessori system are studied and daily practice is a part of each year's work.

Teachers' College of Indianapolis, Alabama & 23d Sts., Indianapolis, Ind., established in 1882, gives a kindergarten course under the direction of Mrs. Eliza A. Blaker.

The Grand Rapids Kindergarten Training School, 508 Fountain St., N.E., Grand Rapids, Mich., was established in 1891 by Mrs. Lucretia Willard Treat, who was succeeded in 1904 by Miss Clara Wheeler. At the end of a two-year course, its students receive state kindergarten certificates which entitle them to teach in the kindergarten and first grade of the Michigan public schools.

National Kindergarten College, 2944 Michigan Boulevard, Chicago, is one of the oldest extant schools of its kind in the country, and one of the largest and best. It was established in 1886 as the Chicago Kindergarten College by Miss Elizabeth Harrison, its president, and Mrs. John N. Crouse, who has since retired. In 1912 it was incorporated under its present name in affiliation with the National Kindergarten Association, whose directors are men and women of national reputation and influence. The following year the college moved to its present quarters in the historic Sidney Kent property. Miss Harrison, after thirty years of teaching and administrative work, demonstrated her openness of mind by joining Dottorossa Montessori's first training class in Rome. She had previously visited and studied the chief kindergarten centers of Europe and America. A strong faculty offers instruction in practical and theoretical kindergarten work. A broad training is given, including work in art, science, history, and literature. Fifty practice kindergartens under the supervision of the college afford generous opportunities for observation and practice. The patronage

is national. Those from out of town are expected to live in the dormitories. The Alumnae Association, organized in 1893, includes many graduates holding leading kindergarten positions throughout the country.

The Pestalozzi-Froebel Kindergarten Training School, 616 S. Michigan Boulevard, Chicago, maintained since 1896 by Mrs. Bertha Hofer Hegner, has incorporated some of the features of the Pestalozzi-Froebel Haus in Berlin. Mrs. Hegner was director of the Chicago Commons Social Settlement Kindergarten from 1895-1904. Special work is given for playground and primary teachers. Pupils are assigned for practice teaching in about forty public school and social settlement kindergartens. The students come from all sections of the country. The Alumnae Association is a branch of the International Kindergarten Union.

Chicago Kindergarten Institute, 54 Scott St., Chicago, established in 1894, has been under student government since 1908. Mrs. Mary Boomer Page is the director. A two or three year normal kindergarten course is offered, the first two months being a period of probation. Regular students live at least one month at Gertrude House, where home training is combined with student life and teachers and students live together like one family.

The Froebel Kindergarten Training School, 1020 McGee St., Kansas City, Mo., has in the nineteen years of its existence trained nearly ninety-five per cent of the kindergarten teachers in the city schools. Miss Elizabeth Moss, director since 1908, has been connected with the school since its inception.

Golden Gate Kindergarten Free Normal School, 560 Union St., San Francisco, Cal., established in 1891, is conducted by Miss Anna M. Stovall. As this is an association school most of its revenue comes from that source and not from tuition fees. There are opportunities for much practice teaching.

SCHOOLS OF PHYSICAL EDUCATION

Posse School of Gymnastics, 779 Beacon St., Boston, Mass., is modeled after the Royal Gymnastic Central Institute in Stockholm, Sweden, and the Swedish system of gymnastics is largely used. Substantial courses are offered for the training of physical culture teachers. The school was established by Baron Nils Posse in 1890 and after his death was carried on by his wife Baroness Rose Posse until 1915, when Hartvig Nissen became acting president. From the beginning special attention has been given to medical and corrective work. The graduates of the school hold responsible positions in schools all over the country.

American School for Physical Education, 44 St. Botolph St., Boston, was opened in 1914 by Dr. Mary R. Mulliner, Boston Univ., who has had especially thorough training for her profession and was for ten years a lecturer in the Sargent School. Dr. Mulliner lays stress upon the "combination of various systems of gymnastics into the American system."

Boston School of Physical Education, 585 Boylston St., Boston, Mass., opened in 1913 and incorporated a year later, is conducted by Miss Marjorie Bouvé. A two-year course is intended for girls who wish to teach, and all are required to spend one month in the school camp at the end of the junior year.

The Sargent School for Physical Education, 8 Everett St., Cambridge, Mass., was established by Dr. Dudley A. Sargent in 1881. Dr. Sargent, A.B., Bowdoin '75, A.M., '87; M.D., Yale '78, has been a pioneer in organizing physical education in this country, his influence is widespread, and the greater number of physical directors in our schools and colleges have been trained under his direction. The school developed from a gymnasium established in connection with Radcliffe College and in 1904 a building of its own was erected which was doubled in capacity ten years later. There is a broad three-year normal course in which the mental and physical sciences are correlated. The work in June and September is carried on at the summer camp in Peterboro, N.H. In addition to the normal, there are remedial and recreative courses. The school early recognized the merits of esthetic dancing as developed by the late Mr. Gilbert. The pupils enrolled represent all parts of the United States and Canada. In all over seventeen hundred have attended the winter sessions and twenty-seven hundred the summer sessions. See p. 596.

New Haven Normal School of Gymnastics, 1466 Chapel St., New Haven, Conn., was organized in 1886 and moved to New Haven six years later where it became known as the Anderson Normal School of Gymnastics; the present name was assumed in 1900. The school offers thorough courses for teachers of physical training and playground work. The men and women enrolled come largely

from New England and the eastern states but there is a scattering from all over the country. E. Hermann Arnold, M.D., Yale, is the director. To enter a student must have graduated from a school of high school grade or have passed college entrance examinations. It has its own dormitories and its own enclosed campus.

The Chalif Normal School of Dancing, 163-165 W. 57th St., New York City, has been conducted for the past eleven years by Louis H. Chalif. Instruction is given in esthetic, interpretive, racial, and ballroom dancing to teachers of dancing and physical culture, exhibition dancers and amateurs. Last year six hundred teachers from all parts of the country were enrolled in the various courses.

The Savage School for Physical Education, 308 and 310 W. 59th St., formerly the New York Normal School, offers complete courses in the theory and practice of physical training to men and women, mostly from Greater New York. The school was established in 1895 and is still conducted by Watson L. Savage, A.B., Amherst '82, A.M., '85; M.D., Long Island Hospital '85, who has had wide experience in other schools. The faculty represent the best colleges and universities.

Temple University Normal School of Physical Education, Broad & Berks Sts., Philadelphia, has since 1914 been conducted by Wm. Nicolai, who has made a complete revision of the course. The department of physical education was organized in 1896, four years after the establishment of the university. A complete course for training teachers in all branches of physical education is given.

Normal College of the North American Gymnastic Union, 415-419 E. Michigan St., Indianapolis, Ind., is the oldest American institution for the education of teachers of physical training, and since its establishment has been under the direction of and supported by the North American Gymnastic Union, an organization begun through German influence in 1848. The Normal College was opened in Rochester, N.Y., in 1861 and after several moves finally settled in Indianapolis in 1907. Emil Rath, the president, graduated from this institution in 1898.

Normal School of Physical Education, Battle Creek, Mich., a branch of the educational department of the Battle Creek Sanitarium, has grown rapidly since its establishment in 1909 and at present enrolls men and women from all over the country. Besides the training school there is a summer school. Dr. Frank J. Born, A.B., Yale '98, is dean and director.

Hinman School of Folk Dancing, 1459 E. 53d St., Chicago, Ill., conducted by Miss Mary Wood Hinman, prepares students to become teachers of folk, gymnastic, and ballroom dancing. Since 1905 nearly one hundred girls have been graduated.

Department of Physical Education of the University of Wisconsin, Madison, Wis., established in 1911, offers courses for teachers of physical education, directors of play, and instructors of athletics. The department also has jurisdiction over all athletic activities of the college. George W. Ehler has for seven years been the director.

SCHOOLS OF EXPRESSION AND DRAMATIC ART

Emerson College of Oratory, Huntington Ave., Boston, established in 1880, is the largest institution of its kind. Henry Lawrence Southwick, now president, became partner of Dr. C. W. Emerson in 1889 and in 1899 bought the school and took charge. The regular diploma course requires four years, about eighty elective courses being divided into seven general groups of studies. Half the students come from outside the state, the great majority being women. Summer courses are given in Boston and in Knoxville, Tenn.

School of Expression, Pierce Building, Boston, maintained by Dr. S. S. Curry, was organized by him as an independent institution in 1884, and is an outgrowth of a department of oratory in Boston University established in 1875. Dr. Curry has been at various times instructor at Harvard and Yale. A three-year professional and normal course is offered. Summer courses are given in Chicago, Asheville, N.C., Burlington, Vt., New York, and Boston.

Leland Powers School of the Spoken Word, 31 Gardner Way, Boston, has been maintained since 1904 by Leland Powers, who is widely known as a public reader and author. Recently the school moved into a new building of its own in the Fenway. The enrollment is limited to one hundred and ten, mostly young women from all parts of the country.

The Lawrence School of Oratory, 149 W. 35th St., New York City, founded in 1869, gives instruction in elocution, oratory, and dramatic art. Edwin Gordon Lawrence, actor and author, succeeded his father as director of the school in 1882.

The Alberti School of Expression, Carnegie Hall, New York City, maintained since 1897 by William M. Alberti, offers class and individual instruction in pantomime, elocution, literature, dancing, pageantry, costuming, and scenic effects.

American Academy of Dramatic Arts, Carnegie Hall, was founded as the Lyceum School of Acting in 1884, and chartered fifteen years later by the regents of the State of New York. It is the earliest and foremost institution of its kind in the country, and gives complete instruction in all phases of dramatic arts and expressions, the regular course requiring two years. The senior classes are organized as a stock company and give public performances. Franklin H. Sargent is president. See p. 595.

The Hawn School of the Speech Arts, Inc., Carnegie Hall, New York City, maintained by Henry Gaines Hawn for about twenty years, gives a variety of two-year courses in reading, dramatic arts, literature, and oratory.

The Alviene Schools, 225 W. 57th St., maintained by Claude M. Alviene, give professional training for the stage, the two regular six-month courses being synchronous.

The Williams School of Expression and Dramatic Art, Ithaca, N.Y., maintained since 1897 by George C. Williams, the secretary and treasurer of the Ithaca Conservatory of Music, offers instruction in the usual branches of oratory and dramatic art, with special work for those of defective speech.

The National School of Elocution and Oratory, Broad & Cherry Sts., Philadelphia, Pa., founded in 1874 by J. W. Shoemaker, is one of the oldest chartered schools of the kind in the country. The diploma course requires one year and an additional year leads to the degree of Bachelor of Oratory.

Chaffee-Noble School of Expression, 83 Hancock Ave., Detroit, Mich., established in 1877, is now carried on by Mrs. Edna Chaffee Noble, for eighteen years with the Chaffee-Noble School of Expression in London.

Northwestern University, School of Oratory, Evanston, Ill., since 1878 in charge of Robert McLean Cumnock, is now directed by Ralph B. Dennis. There is a two-year course with an optional year of more advanced work. Students live in the university dormitories.

The Anna Morgan Studios, Inc., 825 Fine Arts Building, Chicago, Ill., have been maintained since 1895 by Miss Morgan, who was at the head of the dramatic department of Chicago Conservatory from 1883 to 1895. Dramatic art is taught in all its branches with especial attention to teachers and professional students. A few plays are given each year in Miss Morgan's "Little Theatre."

The Centralizing School of Acting, 20 E. Jackson Blvd., Chicago, is the only school in Chicago having its own theater. Theoretical and practical training is given in all branches of acting, stage management, as well as acting for the moving pictures. Many pupils have gained distinction on the stage. Until 1917 Edward Dvorak was the director, when he left to take charge of the School of Acting of Chicago Musical College.

SCHOOLS OF THE HOUSEHOLD ARTS

The Garland School of Homemaking, 2 Chestnut St., Boston, Mass., under the management of Mrs. Margaret J. Stannard since 1902, and incorporated in 1913, has been peculiarly successful in promoting education for homemaking. Mrs. Stannard was long engaged in kindergarten training and has been prominent in the educational life of Boston. The school is the first in the United States to develop a purely non-professional graduate course dealing with all aspects of a homemaker's responsibility. This course requires the study of family and civic obligations, of the house and its furnishings, of food and clothing, of personal and family budgets and their use, of social relations, and of the principles in science, art, economics, and ethics which apply to these. See p. 579.

Boston Y. W. C. A. School of Domestic Science, 40 Berkeley St., Boston, established in 1888, is one of the oldest of its kind. Practical and thorough instruction is given in domestic art and science. Two hours of practice are given to one hour of theory. Residence, in domestic science, is compulsory. Miss A. Josephine Forehand has been in charge since 1898.

Miss Farmer's School of Cookery, 30 Huntington Ave., Boston, established in 1902 and long conducted by Miss Fannie Merritt Farmer, author of the famous Cook Books, is now maintained by Miss Alice Bradley. Demonstrations, practice classes, and special lessons are offered in all branches of cookery, table service, dietetics, and marketing.

Worcester Domestic Science School, 156 Institute Road, Worcester, Mass., is the outgrowth of the Oread Institute. Dormitories are provided for girls from a distance. Mrs. F. A. Wethered, formerly with the Oread Institute, is principal.

New York Cooking School, Fourth Ave. & 22d St., New York City, founded in 1876 and incorporated two years later, is managed by a board of prominent New York women and supported by voluntary contributions. Instruction is offered in morning and evening classes, and also in private lessons. There are free evening classes for working girls.

The Barnard School of Household Arts, 226 W. 79th St., is a select private school for girls of Greater New York, under the same general management as the Barnard School for Girls. Instruction is given in cooking, sewing, embroidery, and other finishing courses.

Pratt Institute, School of Household Science and Arts, Brooklyn, N.Y., opened in 1887, is the largest department of the Institute. Thorough two-year courses are offered for teachers and also professional and trade courses ranging from three months to one year in length and giving a very practical training. Miss Isabel Ely Lord is the director. There is an attendance of fifteen hundred students from all parts of the country.

Skidmore School of Arts, Saratoga Springs, N.Y., maintains a school of domestic science and art with a two-year normal training course. Advanced and technical courses are also offered, and senior students have an opportunity to teach in the public schools as well as in the extension class of the institution. Katherine T. Cranor, B.S., and Gudrun I. Carlson have charge of the two departments.

Mechanics Institute, 55 Plymouth Ave., Rochester, N.Y., founded in 1886, maintains a department of household arts under the direction of Miss May D. Benedict. Instruction is given in all branches of domestic arts and sciences, with special work for dietitians and managers of lunch rooms.

Drexel Institute, School of Domestic Science and Arts, 32d & Chestnut Sts., Philadelphia, Pa., in its three-year and shorter courses makes the physical sciences, mathematics, and English the foundation of training in the appropriate special subjects.

National School of Domestic Arts and Sciences, 2650 Wisconsin Ave. & M St., Washington, D.C., an exclusive domestic science finishing school for young ladies, has accommodation for a limited number of boarding pupils. Miss Mary A. Zurhorst is principal.

Hood College, School of Home Economics, Frederick, Md., organized ten years ago, is in charge of Miss Edith M. Thomas. A practical two-year certificate course and a four-year normal course leading to the B.S. degree are offered. The girls come from nearby states.

The Battle Creek Sanitarium School of Home Economics, Battle Creek, Mich., offers courses in all branches of domestic science including home and institutional management. Miss Lenna Frances Cooper is the director.

The School of Domestic Arts and Sciences, 6 N. Michigan Ave., Chicago, Ill., in 1901 took over the practical courses in domestic science of Armour Institute of Technology. Courses for homemakers and nurses are offered; also practical courses in sewing, cooking, nursing, and household administration. Mrs. Lyndon Evans is the president.

Technical Normal School of Chicago, 3207 Michigan Boulevard, Chicago, established in 1910, maintains a department of domestic science offering one and two-year courses in all branches of household economics. The students are prepared for positions as dietitians, institutional managers, and teachers, and to that end are given opportunities for practice teaching in the social settlements.

SCHOOLS FOR THE DEFICIENT

PHYSICALLY, MENTALLY, SENSORILY

The Davidson School of Individual Instruction, Tamworth, N.H., is conducted by S. G. Davidson, A.M., Litt.D., with the assistance of Miss Emma Florence West. Dr. Davidson, formerly of Mt. Airy, Philadelphia, has had long experience with defective children and now maintains on his farm at Tamworth three summer camps for boys, young girls, and adults.

The Shepard School, Wickford, R.I., on Narragansett Bay, was opened in 1914 for boys from eight to sixteen who need special care or treatment because of Physical Deficiencies. Life is out of doors and work practical. No mentally deficient are accepted. Fred W. Burnham, A.M., is the principal. Dr. W. B. Shepard is the director.

Florence Nightingale School, 238th St. and Riverdale Ave., New York City, for Nervous and Backward Children, was opened in 1912 and is now under the direction of Miss Sara Weinberger, Registered Nurse. Each of the twelve pupils is under the treatment of some prominent nerve specialist and receives individual attention.

The Wright Oral School for the Deaf, 1 Mount Morris Park, West, New York City, founded in 1894 by John Dutton Wright, M.A., who still conducts it, has done a notable work in its field. It provides the most scientific instruction for deaf children and those who have defective hearing. The speech method is used exclusively from kindergarten to college entrance. The number of boarding pupils is limited to thirty. Helen Keller is perhaps the most widely known pupil.

The New York School for the Hard of Hearing, 18-20 East 41st St., New York City, was founded in 1903 to teach Lip Reading to Adults, by Edward B. Nitchie, A.B., himself deaf, who is a graduate of Amherst and the author of six books on lip reading.

The Seguin Physiological School, 370 Center St., Orange, N.J., is one of the oldest and best known schools for Abnormal Children. It is maintained by Mrs. Seguin, the wife of Edward Seguin, the celebrated pioneer in the education of the Feeble-Minded. The school is limited to twenty-five resident and three day pupils. The situation is excellent and the equipment of the best.

The Bancroft Training School, Haddonfield, N.J., now in its thirty-fourth year, was founded by Margaret Bancroft, for the training of Children of Retarded Mental Development. The best of medical care and supervision is given to the fifty pupils, but the chief function of the School is the training and education of each pupil, meeting his own individual needs. Miss J. C. Cooley, the principal, is assisted by a strong resident and consulting staff.

The Latshaw School, 3412-3414 Sansom St., Philadelphia, Pa., is for Subnormal or Defective Children from three to twenty-

one years old, endeavoring to develop the child's individuality by his own initiative. The Director, Allen Latshaw, has had twenty-five years of varied experience with 7000 people. The present school was opened as a day school in 1904 and as a boarding school in 1912.

The Brookwood School, for Nervous and Backward Children, Lansdowne, Pa., a suburb of Philadelphia, was established by Miss Rachel W. Brewster in 1903.

The Sanatorium School, 46 Runnymede Ave., Lansdowne, Pa., is conducted by Miss Claudia M. Redd, Principal. It is a small home school giving individual instruction and scientific treatment for physical and mental defects peculiar to Nervous, Delicate, and Unusual Children. A school for lip reading and the cure of stammering has recently been added.

The Stewart Home and School, Farmdale, Ky., is a distinctly home training school for Children of Backward Mental Development above five years of age. The School was founded in 1893 by the father of the present Superintendent, Dr. John Q. A. Stewart, a pioneer in the industrial training of backward children.

Miss Arbaugh's School for Deaf Children, Macon, Ga., is a boarding and day school with a pleasant home life. Specially trained teachers give individual instruction in lip reading to Deaf Children and those with imperfect hearing.

The Reed School, 383-393 Hubbard Ave., Detroit, Mich., for Nervous and Mentally Retarded Children, is conducted by Mrs. Frank A. Reed. Instruction is given in manual and physical training, vocal and instrumental music, drawing, painting, and the usual school subjects. The School for Stuttering and Stammering at the same address is entirely separate and the children of the two never come in contact.

Beverly Farm, Godfrey, Ill., is a private home and school for Nervous and Backward Children, conducted by Dr. W. H. C. Smith, former President of the American Association for the Study of Feeble-Minded. The school was established in 1897 and has since received into its family 280 children. The system of education is the most advanced pedagogic ideas. Kindergarten, gymnastics, sloyd, and handiwork of many kinds are utilized.

Central Institute for the Deaf, S. E. corner Vandeventer Ave. and Westminster Place, St. Louis, Mo., was established in 1914, and maintains training classes for teachers as well as instruction for Deaf Children and Adults. Miss Ethel M. Hilliard, Ph.B., Chicago Univ., is the principal.

Powell School for Backward and Nervous Children, Oak Hill, Red Oak, Ia., was established by Dr. and Mrs. Velura E. Powell in 1903. About thirty-five pupils are enrolled.

SUPPLEMENTARY LIST

- TERRACE HOME SCHOOL, Amherst, Mass. Est. 1881. Miss Frances J. Herrick, Prin. For Backward Children.
- ELM HILL, A Private Home and School for Feeble-Minded Youth, Barre, Mass. Est. 1850. George A. Brown, M.D., Prin.
- SCHOOL FOR HIGH GRADE MENTALLY DEFICIENT, Newton, Mass. Miss Alice Shovelton, Supt.
- SARAH FULLER HOME FOR LITTLE DEAF CHILDREN, West Medford, Mass. Est. 1888. Eliza L. Clark, Prin.
- BINGHAMTON TRAINING SCHOOL, 82 Fairview Ave., Binghamton, N.Y. August A. Boldt, Supt. Est. 1876. For Nervous, Backward, and Mentally Defective Children.
- HILL CREST, Camillus, N.Y. Mrs. A. Cora Harmon, Prin. For Nervous and Backward Children.
- SYCAMORE FARM SCHOOL, Newburgh, N.Y. N. R. Brewster, Prin. For Backward and Nervous Children.
- PRIVATE SCHOOL FOR NERVOUS AND BACKWARD CHILDREN, 27 Audubon St., Rochester, N.Y. The Misses Mabel A. Taylor and Harriet C. Neefie.
- MISS COPELAND'S SCHOOL for Mentally Defective Children, Saratoga Springs, N.Y. Miss Susan E. Copeland.
- THE LARCHES, An Educational Sanitarium for Mental Defectives, Cranbury, N.J. Mrs. Elise Gordon.
- NEIDLINGER SCHOOL, East Orange, N.J. For Defective Speech or Nervous and Backward Children.
- TRAINING SCHOOL FOR BACKWARD CHILDREN, Vineland, N.J. E. R. Johnstone, Supt. For Children Mentally Abnormal.
- RIVERVIEW SCHOOL FOR MENTAL DEFECTIVES, Walburtha, N.J. Dr. Madeline E. Hollaway, Supt.
- PENNSYLVANIA TRAINING SCHOOL FOR FEEBLE-MINDED CHILDREN, Elwyn, Pa. Martin W. Barr, M.D., Chief Physician.
- BIDDLE SCHOOL FOR BACKWARD CHILDREN, Holmesburg, Pa. Miss Grace Biddle de Quelin, Prin. Defects minimized by perfect method.
- "THE EVERGREENS," Pottstown, Pa. A. E. Yorgey, Supt. A private home for deficient children and adults.
- HEDLEY SCHOOL, Germantown, Pa. J. R. Hedley, M.D., Resident Physician. Mrs. Cora V. Hedley, Prin. For children of retarded mentality.
- MISS MCGREW'S SCHOOL FOR BOYS OF DEFECTIVE MENTALITY, Sharon Hill, Pa. Miss Anna L. McGrew, Prin.
- MISS WOOD'S SCHOOL FOR EXCEPTIONAL CHILDREN, Roslyn, Pa. Miss Mollie A. Woods, Principal. Miss Florence E. Woods, Head Nurse. Expert instruction for unusual children.

- F. KNAPP'S GERMAN AND ENGLISH INSTITUTE, 851 Hollins St., Baltimore, Md. Wm. A. Knapp, Director. For Deaf Children.
- GELSTON HEIGHTS PRIVATE SCHOOL FOR FEEBLE-MINDED, Ellicott City, Md. Est. 1886. Samuel J. Fort, M.D., Medical Director.
- HOME SCHOOL FOR LITTLE DEAF CHILDREN, Kensington, Md. Miss Anna C. Reinhardt, Prin.
- DIXIE SCHOOL, 1604 Lamb Ave., Alvista Heights, Richmond, Va. Miss Alice C. Hinckley, A.M., Director. For backward children.
- VIRGINIA TRAINING SCHOOL FOR FEEBLE-MINDED CHILDREN, Falls Church, Va. Miss Mattie Gundry, Prin.
- BRISTOL-NELSON PHYSIOLOGICAL SCHOOL FOR SUB-NORMAL CHILDREN, Murfreesboro, Tenn. Mrs. Cora Bristol-Nelson, Prin.
- TEXAS TRAINING SCHOOL FOR DEFECTIVES AND SANITARIUM FOR MENTAL AND NERVOUS DISEASES, 1112 E. Ninth St., Austin, Tex. Est. 1907. T. O. Maxwell, M.D.
- GLEN AIRY HOME, 2160 Ohio Ave., Cincinnati, O. Miss Louise M. Doll, Prin.
- KIMBALL SCHOOL FOR BACKWARD BOYS, Ann Arbor, Mich. Miss Kate J. Kimball, Prin.
- WILBUR HOME AND SCHOOL FOR FEEBLE-MINDED, Kalamazoo, Mich. Est. 1884. Joseph W. Wilbur, Supt.
- ST. COLLETTA SCHOOL, Jefferson, Wis. Sisters of St. Francis, Supt.
- "OAK LEIGH" EDUCATIONAL SANITARIUM, Lake Geneva, Wis. Dr. Mary E. Pogue.
- BAKER'S PRIVATE SCHOOL FOR NERVOUS AND BACKWARD CHILDREN, Northfield, Minn. Miss Laura Baker, Prin.
- KANSAS CITY SCHOOL FOR EXCEPTIONAL CHILDREN, 430 Kensington St., Kansas City, Mo. Dr. Warren Marshall, Supt.
- MISS COMPTON'S SCHOOL for Children of Retarded Mentality, 3809 Flad Ave., St. Louis, Mo. Est. 1901. Miss Fanny A. Compton, Prin. Enr. 10.
- MISS ALLEN'S HOME SCHOOL, 1050 Arapahoe St., Los Angeles, Cal. Est. 1898. Miss E. Maud. Allen. For nervous and backward children. Individual instruction.

THE PRIVATE SCHOOLS OF CANADA

TORONTO

Upper Canada College is a boarding and day school established in 1829 by Lord Seaton and modeled after the great public schools of England. In 1891 the college moved to new quarters in Deer Park, a suburb of Toronto, and a new site has recently been secured at Norval. The college is endowed and under the control of a governing board of its alumni. Boys are prepared for university, honor, and pass matriculation, and for the Royal Military College, and come from every part of Canada, and other countries. Henry W. Auden, M.A., Cambridge, formerly master at Fettes College, Edinburgh, has been principal for fourteen years. A cadet rifle corps is maintained. There is a preparatory school for boys from nine to thirteen, opened in 1902 in a separate building with its own faculty. J. L. Somerville, B.A., Cambridge, is head of the lower school.

St. Andrew's College is a residential and day school founded in 1899 through Presbyterian influence, though it is in no sense sectarian. The school has met with remarkable success and steady growth. In 1905 it moved to new quarters in North Rosedale. The school continued to grow and in 1911 was incorporated with a board of governors, three of whom are elected biennially by the Old Boys' Association. The seniors and juniors are organized in cadet corps for military drill. There are about one hundred and fifty boys in residence, who come from all parts of Canada and the United States. The school has in its history enrolled over one thousand students. Rev. D. Bruce MacDonald, A.M., LL.D., Toronto, head master since 1900, is assisted by a staff of college-trained men.

St. Clement's College for Boys, Brampton, formerly at Eglinton, North Toronto, is a Church of England day and boarding school. It was organized in 1902 by Rev. T. W. Powell, now president of King's College, Windsor, as a coeducational institution. Seven years later St. Clement's School for Girls and Junior Boys was organized and remained on the former site, while the boys' school was established at Eglinton. A cadet corps is maintained. Rev. A. K. Griffin is principal.

The Bishop Strachan School, recently moved into new buildings on College Heights, was established in 1867. It is a Church day and residential school for girls, providing instruction from kindergarten to university matriculation with special work in domestic arts, music, and painting. Miss Walsh, B.A., Dublin, is the principal.

Branksome Hall, 10 Elm Ave., Rosedale, incorporated in 1903, is a large day and residential school for girls. The principal, Miss Edith M. Read, is assisted by a strong faculty, a number of whom have had European training. Much is made of the matriculation course. Music, art, and domestic science are also provided.

Glen Mawr, Spadina Ave., incorporated in 1912, is a residential and day school for girls conducted by Miss J. J. Stuart who studied for some years at Cambridge, England.

Havergal College, 350 Jarvis St., was founded in 1894 as a school for girls which should combine the best methods of English and Canadian instruction. Miss Knox, Cambridge and Oxford, the principal, is assisted by a faculty composed of Canadian and English mistresses, largely foreign university-trained. A homelike atmosphere is cultivated and the girls are given careful supervision. The success of the school soon resulted in its outgrowing the original quarters. It now consists of a larger school on Jarvis Street, with a separate junior school and a smaller school, Havergal-on-the-Hill, on College Heights, two and a half miles from the main school. In addition to provision for university matriculation there is an advanced class for second year university work. The music instruction is especially thorough and the work of the art department is modeled on that of similar schools in England. There is a large enrollment in the day school and accommodations for about one hundred resident pupils who come from widespread regions.

Loretto Abbey, Wellington St., West, founded in 1848, is a large and prosperous Roman Catholic College and Academy with both residential quarters and a large day school, the latter on Brunswick Ave. The school is affiliated in its college course with Toronto University through St. Michael's College. The High School course provides for junior and senior university matriculation.

St. Margaret's College, 144 Bloor St., East, founded by the late George Dickson, former principal of Upper Canada College, is a boarding and day school for girls with upper, lower, and middle divisions. Mrs. George Dickson is president and Miss J. E. MacDonald, Univ. of Toronto, is principal.

Westbourne School for Girls, 278 Bloor St., West, incorporated in 1901, is a residential and day school with boarding accommodation for about thirty girls. It is affiliated with the Toronto Conservatory of Music and offers instruction in art and elocution as well as junior matriculation pass and honors into the universities. Miss Margery Curlette, the principal, a graduate of Trinity College, and the University of Toronto, has had a varied educational experience in "ladies' schools."

Westminster College, opposite Queen's Park, Bloor St., West, is a residential and day school for girls. The girls come chiefly from Toronto with a considerable number from western Canada. There is a junior day school for little girls. Mrs. A. R. Gregory is the principal.

College and Academy of St. Joseph, near Queen's Park, in the vicinity of the University of Toronto, conducted since 1854 by the Sisters of the Order of St. Joseph, a teaching order founded in France in 1650, is one of the largest convent schools in Canada, with girls not only from Toronto but from all parts of the United States and South America. It is affiliated with the University of Toronto through the federated College of St. Michael.

St. Clement's School for Girls and Junior Boys, Eglinton, North Toronto, was opened in 1909 when St. Clement's College for Boys

was removed from the coeducational school to its present site. It is a Church of England school.

Toronto Conservatory of Music, College St. & University Ave., established in 1887 by the late Dr. Edward Fisher, is the pioneer institution of its kind in Canada. Its rapid growth led to the purchase ten years later of the present site and the erection of the buildings now used, which include a residence for a limited number of pupils. There is a strong faculty, including many foreign-trained instructors. Practical and theoretical music is taught, as well as languages and elocution; theory can be studied by correspondence if desired. Preparatory work for children is given, and there is a normal course for teachers. Dr. A. S. Vogt, for years a member of the staff, became musical director in 1913.

Toronto College of Music, Ltd., 12 Pembroke St., was established by its present director, Dr. F. H. Torrington, in 1888 and incorporated in 1890. Practical and theoretical music is taught, with emphasis on courses in theory and in kindergarten music for both teachers and children. Degrees are given in affiliation with the University of Toronto. Dr. Torrington, who has been conducting the music festivals of Toronto for several years, is held in high esteem by the Toronto people.

The Canadian Academy of Music, Ltd., 12 Spadina Rd., is under the direction of Peter C. Kennedy. Courses are offered in practical and theoretical music with normal work in all departments.

Hambourg Conservatory of Music, Sherbourne & Wellesley Sts., has been maintained since 1911 by Michael Hambourg, with his two sons, Jan, the violinist, and Boris, the 'cellist. Another son, Mark Hambourg, is a well-known pianist. Professor Hambourg has been director of the Moscow Imperial Conservatory and from 1890 to 1910 was engaged in teaching in London.

ONTARIO

Ontario Ladies' College, Whitby, twenty-eight miles east of Toronto, is a Methodist school conducted by Rev. J. J. Hare since its incorporation in 1874 until 1915, when Rev. F. L. Farewell took charge. Literary work is emphasized, the faculty having seven university graduates on its literary staff, and cultural courses are also provided. Practical and theoretical work is offered in the music department, which is known as the Ontario Conservatory of Music and is in charge of G. D. Atkinson. The school is residential, though there are a few day pupils.

Bishop Bethune College, Oshawa, incorporated in 1889, has been conducted since 1893 by the Sisters of St. John the Divine as a church school mainly for little girls. Outdoor sports are encouraged and all students are required to join the physical culture classes. Some come from the United States.

Pickering College, Newmarket, thirty-three miles north of Toronto, is a coeducational boarding and day school maintained since 1842 by the Society of Friends. Incorporated in 1848 the school has moved several times and was for thirty years at the village of Pickering until it was destroyed by fire in 1906. It was then rebuilt, through the liberality of friends, on the present site.

Alma College, St. Thomas, established in 1881, is an endowed Methodist boarding and day school affiliated with the University of Toronto. Over five thousand pupils have been enrolled in the school's history, many of whom have become missionaries. A junior department for girls over ten years of age prepares for high school entrance. Robert I. Warner, A.M., D.D., is principal.

Woodstock College, Woodstock, is an academic department of McMaster University, supported by the Baptist Church. Founded in 1857 by Dr. R. A. Fyfe, it was coeducational until the establishment of Moulton College. It is now a residential school for boys and young men, with a four-year course consisting of arts and science matriculation, a three-year manual training course, and one-year preparatory work. Archibald T. MacNeill has been principal for eight years.

St. Jerome's College, Berlin, is a boarding and day school for boys over thirteen, founded in 1864 by Louis E. Funcken and incorporated in 1866. Conducted by the Fathers of the Congregation of the Resurrection, it is a prosperous school and through the generosity of its friends the buildings have been added to, especially after a destructive fire in 1908. The faculty consists of American and European university-trained men. About forty of the pupils come from the United States. Rev. A. L. Zinger is president.

Highfield School, Inc., Hamilton, was established in 1901. A specialty is made of preparation for the Royal Military College. J. H. Collison, the head master, has had a long teaching experience.

The Hamilton Conservatory of Music, 126 James St., South, Hamilton, instituted in 1897, is in charge of Bruce A. Carey, J. E. P. Aldous, and W. H. Hewlett. The institution is in affiliation with the University of Toronto and follows the curriculum laid down by it.

London Conservatory of Music, London, incorporated in 1891, is conducted by F. Linforth Willgoose, Mus.B., principal, and Frederick Boothroyd as musical director. All branches of music and dramatic art are covered. The school is affiliated with Western University.

Ridley College, St. Catharines, thirty miles from Toronto, established in 1889, is an incorporated residential Church school for boys, with an upper and a separate lower school. Military drill is compulsory. Rev. J. O. Miller is principal.

Appleby School, Oakville, founded by Sir Edmund Walker in 1911, on the shore of Lake Ontario between Toronto and Hamilton, is a well equipped boarding and day school for boys over nine years of age, pupils being admitted for entrance only between the ages of nine and fourteen. The resident pupils come from all parts of Canada and the United States. The school prepares for university matriculation and entrance to the Royal Military College, and limits its classes to fifteen boys. J. S. H. Guest, Cambridge, is head master. About sixty boys are enrolled.

Hill Croft School, Bobcaygeon, three hours' journey from Toronto, is a residential school preparing young boys for the senior boarding schools. Mr. W. T. Comber, a graduate of both Oxford and Toronto universities, the head master, has had over twenty years of experience with young boys.

Trinity College School, Port Hope, overlooking Lake Ontario, opened in 1865, has been located in its present site since 1868. From 1870 until 1900 the school prospered and grew in public esteem, being in charge of Rev. C. J. S. Bethune. It is a residential school under Anglican influences and in close relation with Trinity College, Toronto. It is conducted along the general lines of the great public schools of England, the six forms preparing boys for university matriculation and the Royal Military and Naval Colleges. The boys come from all parts of Canada. A cadet corps is maintained. Rev. F. Graham Orchard, M.A., Cambridge, is head master.

Lakefield Preparatory School, Ltd., Lakefield, among the woods and lakes of the North, was established in 1879 and is a boarding school admitting forty boys between seven and thirteen. A cadet corps is maintained. Rev. A. W. Mackenzie, M.A., Trinity College, Toronto, has been head master since 1896. The enrollment includes boys from all parts of Canada and also from the United States.

Albert College, Belleville, is a coeducational boarding school established in 1857 by the Methodist Episcopal Church of Canada as Belleville Seminary, acquiring its present name and limited university powers in 1866. Twenty years later it became incorporated with Victoria University, continuing since then as a higher seminary. It is the only secondary school in Ontario preparing students for the ministry, but it also carries on the same scholastic courses as high schools and collegiate institutes. Rev. E. N. Baker, M.A., B.D., D.D., is principal.

St. Agnes' School, Elmpool, Belleville, is a church boarding and day school established in 1903 for the elementary and higher education of girls. The course of study consists of six forms, with preparation for matriculation. Miss F. E. Carroll, the principal, has had much experience in educational work. The usual courses are offered in music, art, and elocution.

St. Alban's, Brockville, on the St. Lawrence river, a boys' boarding school established by Rev. Charles Boulden at Berthier, P.Q., removed to Brockville in 1900, and is now under the supervision of A. G. M. Mainwaring, Trinity College, Cambridge. Only boys between eight and fifteen years of age are accepted and the lower and the upper schools are kept separate. Special preparation is given for the Royal Military College.

Ashbury College, Rockcliffe Park, Ottawa, is a boarding school for boys, established in 1891. In 1900 the school was incorporated and the bonds and shares are now widely held. There is an upper and lower school. Special attention is given to preparation for the Royal Military College and university matriculation. All students, unless medically excused, belong to the cadet corps and receive drill and elementary field training. Rev. G. P. Woolcombe, Oxford, has been head master since 1891.

Ottawa Ladies' College, established in 1869, is a collegiate school for both boarding and day pupils, conducted under the auspices of the Presbyterian Church. The curriculum furnishes a general academic course, with special courses of one or more years, and instruction also in music, elocution, art, domestic science, and commercial branches. Rev. J. W. Milne, D.D., is president.

PROVINCE OF QUEBEC

Lower Canada College, Montreal, is a boarding and day school for boys from eight to eighteen years of age with preparatory, junior, and senior departments, preparing for matriculation and Royal Military College. A cadet corps is maintained for the older boys. C. S. Fosbery, Trinity College, Dublin, is head master.

Trafalgar Institute, 83 Simpson St., Montreal, a school for girls in affiliation with McGill University, is conducted by Miss Charlotte G. Hardy, M.A., Cambridge, assisted by a staff of English and Canadian teachers. The school has a collegiate course and also a preparatory department for girls under thirteen. A limited number are received in residence.

Miss Edgar's and Miss Cramp's School for Girls, Guy St., Montreal, is a small exclusive school patronized by the leading families of the city.

Villa Maria, Montreal, under the direction of the Sisters of the Congregation of Notre Dame, is a boarding school established in 1854, where young ladies from all parts of Canada acquire a working knowledge of French, the language of the institution. It is distinctly Roman Catholic in every way.

St. Helen's School for Girls, Dunham, sixty miles southeast of Montreal, established in 1875 and known until 1913 as Dunham Ladies' College, is a Church school which provides instruction for girls of all ages. Miss W. M. Wade, M.A., Toronto, is principal.

Stanstead Wesleyan College, Stanstead, established and incorporated in 1872, is a coeducational boarding and day school in affiliation with McGill University. George J. Trueman, M.A., Mt. Allison, is principal. Annexed to the college are three branches: the Holmes Model School, which follows the course of instruction laid down by the Protestant Committee of Public Instruction; the Eastern Townships College of Music, which is affiliated with the Toronto College of Music and follows the Toronto courses; and Bugbee Business College, which gives complete business courses. There is a cadet corps and a troop of Boy Scouts.

Bishop's College School, Lennoxville, in the southeastern part of Quebec, between Portland and Montreal, was established in 1842 on the lines of the great English public schools for boys, modified to meet Canadian requirements. In its seventy-five years of existence the school has graduated a large body of alumni who have become prominent in the life of the Dominion. The school is rich in traditions and there are many prizes and scholarships for both academic and athletic excellence. The school early recognized the value of athletics and its cadet corps is historic. The organization comprises an upper school and a preparatory department covering eight years of school work. J. Tyson Williams, the head master since 1910, B.A., Cambridge, has had long experience in English schools. The boys come from eastern Canada and the United States. A great many Americans have been educated at the school and there are about one hundred and fifty Old Boys in New York City, as well as a large number in various other centers.

Ursuline Convent of Quebec, Quebec, was founded in 1639 by an Ursuline nun of Tours. The first pupils were little Indian girls and

children of French settlers but as the English came into Canada it became necessary to add instruction in English subjects and in 1830 the two languages were placed on the same footing. There are six grades of instruction, beginning with primary work and a two-year course in literature. Domestic economy and calisthenics are features.

NEW BRUNSWICK

Rothesay Collegiate School, Rothesay, nine miles from St. John, is a boarding school for boys established in 1877 by William Thompson, who conducted the school for a time coeducationally until 1891. In 1892 the school moved into larger quarters; in 1908 it was formally taken over by the Synod of the Diocese of Fredericton and Rev. W. R. Hibbard was appointed head master. The school has five forms and prepares for matriculation, admitting boys chiefly from New Brunswick, with a few from outside Canada. There is an Old Boys' Association.

The Rothesay School for Girls, Netherwood, Rothesay, opened in 1892 as an undenominational home school, providing for the girls who had until that time been received in Rothesay Collegiate School. The school admits only those who take the full course. The strong faculty and the small number of girls make possible small classes and careful supervision. Miss Susan Ganong, A.B., Smith, is the principal.

Mt. Allison Academy and Mt. Allison Commercial College, Sackville, is a Methodist boarding and day school for boys, organized in 1843. The Alumni Association offers two scholarships. Boys from out of town are expected to live at the academy. James M. Palmer, who has had a long teaching experience, has been principal for twenty-two years.

Mt. Allison Ladies' College, Sackville, founded in 1854, is an endowed boarding school established and controlled by the same body as the foregoing school for boys. The Conservatory of Music and the Art School have separate staffs and buildings.

NOVA SCOTIA

Mount St. Vincent Academy, Halifax, occupying a beautiful site overlooking the harbor, is conducted by the Sisters of Charity. More than ten per cent of the girls come from the United States and Cuba.

Halifax Ladies' College, Halifax, established in 1887, is affiliated with Dalhousie University. Instruction is given from kindergarten to college preparation, with especially good courses in the Conservatory of Music. Rev. Robert Laing is president.

King's College School, Windsor, until 1914 known as the Collegiate School, is the oldest residential school for boys in Canada. It was established in 1788 and since that time has occupied successive buildings. The school has been a great influence in the life of the eastern provinces and Newfoundland and has received many pupils from the United States and the West Indies. More than three thousand students have been trained within its walls, many of these having entered college. The school is under the direction of the board of governors of King's College. The course, proceeding from elementary work, prepares for the universities and the Royal Military and Naval Colleges. The present principal is Rev. W. Wallace

Judd, B.A., Trinity College, Toronto; M.A., Windsor, late house master at Ridley College.

Church School for Girls, Ltd., Windsor, popularly known as "Edgehill," is a boarding and day school for girls established in 1891. The school has grown rapidly, necessitating the construction of several additional buildings. Miss Gena Smith, Cambridge, late of King's Hall, Compton, is the principal.

Acadia Collegiate and Business Academy, Wolfville, a Baptist residential school for boys, established in 1829, was known until 1910 as Horton Academy. It is now under control of the board of governors of Acadia University. In February, 1915, the residence was burned, and new stone buildings are now completed. A few of the students come from the United States. Rev. W. L. Archibald, A.M., Chicago Univ., has been principal since 1910.

Acadia Ladies' Seminary, Wolfville, a boarding school for girls and young women, was founded in 1879, and, in affiliation with Acadia University, is under the same governors as Acadia Collegiate Academy. Rev. Henry T. De Wolfe, D.D., is principal.

WESTERN CANADA

St. Boniface College, across the river from Winnipeg, at St. Boniface, Man., is a Jesuit boarding and day school for boys, established in 1818 in a small hut by Father Provencher, afterward first bishop of St. Boniface. The school is affiliated with the University of Manitoba.

St. John's College, Winnipeg, Man., maintains one of the oldest boys' schools in western Canada under the direction of the Anglican Church in Canada. Rev. J. J. Robinson, D.D., is the head master.

Wesley College, Winnipeg, Man., incorporated in 1877, is a Methodist institution for boys, affiliated with the University of Manitoba. It maintains a preparatory school in addition to its collegiate work.

Brandon College, Brandon, Man., organized in 1899, is a coeducational Baptist college affiliated with McMaster University. The majority come from western Canada with a few from the United States. Mr. Everton A. Miller, M.A., McMaster, is principal of the academy.

Regina College, Regina, Sask., is a coeducational boarding and day school established in 1911 to meet the peculiar needs of the young men and women of this new region. It is controlled by a board of governors made up of leading citizens of the province. The principal is Rev. E. W. Stapleford, B.A.

Moose Jaw College, Moose Jaw, Sask., in its fourth year, is a Presbyterian secondary school for boys from Saskatchewan. Instruction is offered in academic and commercial subjects and music. Rev. Dr. A. A. Graham is at the head of a capable body of teachers.

Alberta College North, Edmonton, Alberta, a coeducational day and boarding school, founded in 1903, offers instruction in music, art, and expression, as well as commercial and academic courses.

Mt. Royal College, Calgary, Alberta, a Methodist coeducational school established in 1911, maintains a preparatory department with instruction in music and commercial subjects as well as academic work. Rev. G. W. Kerby is president.

St. Alban's College, Prince Albert, Sask., an Anglican Church day and residential school for girls, gives instruction from kindergarten to college matriculation. The Rt. Rev. Lord Bishop of Saskatchewan is president, and Miss Janet Virtue, the principal.

The Collegiate School, Victoria, B.C., now in its thirty-third year, is the oldest private school in British Columbia. It is an Episcopal preparatory school for boys from seven years to seventeen. A. D. Muskett has been principal for six years.

St. Margaret's School, Victoria, B.C., a day and boarding school, was established in 1909 for the daughters of gentlepeople. An English-trained faculty offers instruction from kindergarten to preparation for university matriculation.

St. George's School, Victoria, B.C., is a day and boarding school accommodating about one hundred girls. The course of instruction prepares for high school examinations and McGill matriculation, the art department being emphasized. The faculty are nearly all English.

The University School, Victoria, B.C., a boys' school for boarders and day pupils formed by the union of two earlier schools, prepares for Canadian and American universities. Military instruction is given. The boys come from western Canada, Alaska, and the Pacific Coast.

Columbian College, New Westminster, B.C., established twenty-seven years ago under the Methodist Church in Canada, has courses in secondary and commercial subjects, music, and art. The pupils are drawn mostly from the province. Rev. Dr. A. M. Sanford has been in charge for the past four years.

BOYS' SUMMER CAMPS

MAINE

Kahkou Camp and Canoe Tours has headquarters on Allagash Lake and is for older boys of sixteen and upward. Begun twenty-five years ago by A. S. Gregg Clarke, of Keewaydin Camp, it is owned and managed by Mr. Hooper, who gives part of his time to it. The boys may spend the whole of their time in real camp life or on trips down the Allagash, Penobscot, and St. John rivers, or divide their time between camp and trips.

Camp Wildwood, Sandbar Point, Moosehead Lake, Kineo, is a real camp in the Maine woods, which for twelve seasons has been conducted by Sumner R. Hooper, Harvard '95. Mr. Hooper has had a broad experience in teaching in the best preparatory schools,—for five years he was a house master at Milton Academy. For nineteen seasons he has camped under varied conditions with boys of all ages, and in recent years his entire time has been given to his summer camps. Wildwood exhibits the best features that have been developed in connection with summer camps. There is a tribe of Seton Indians at Wildwood in immediate charge of one of the counselors, who has made especial study of Mr. Seton's interesting plan. Much is made of nature study, woodcraft, campcraft, manual training, forestry, ornithology, wireless telegraphy, etc.

Camp Five Islands, Schoodic Lake, Rand Cove P.O., was established in 1906. It is a recreation camp and has facilities for all forms of camp sports and athletics.

Camp Bai Yuka, on Lake Webb, which is six miles long, near Weld, Franklin County, has been for some years conducted in the nature of a large family, by John G. Campbell, a master in the St. James School, Maryland. Mr. Campbell is a man of sterling qualities, admirably supplemented by his wife. The camp has the same spirit as the school.

Camp Belgrade, Oakland, on Blake's Island in Lake Messalonskee or Snow Pond, the largest of the Belgrade Lakes, was established in 1911 by Frank H. Schrenk, A.M., B.S., Univ. of Penn., in connection with G. P. Blake, whose nearby farm supplies all fresh provisions. Harold J. Bailey, A.B., LL.B., Harvard, is now director. While a recreation camp, tutoring is provided if desired.

Camp Merryweather, Great Pond, North Belgrade, is under the management of Mr. and Mrs. Henry Richards and their two sons, masters respectively in Groton and St. Paul's Schools, assisted by their two daughters. Mr. Richards and his sons are graduates of Harvard. Mrs. Richards is a daughter of Julia Ward Howe, and the author of many well-known books. It was established by them in 1900 and aims to combine home and family influences with camp life. The number of boys is kept at thirty-eight.

Camp Kennebec, on Salmon Lake, North Belgrade, is a well-organized camp with an efficient staff of university-trained men, including specialists in campcraft, woodcraft, manual training, etc. It was established in 1906 by Charles E. Fox and Louis M. Fleisher, the present directors. The boys, largely from wealthy Jewish families, are divided into "sections" of seven, four of the boys in one tent and the other three and the "section" master in another tent. Every boy must devote two hours each morning to school work.

Pine Island Camp, on a small island in Great Pond, the largest of the Belgrade Lakes, was established in 1902 and in 1909 was taken over by Eugene L. Swan, M.D. The boys come largely from well-to-do families of New York and Massachusetts, and the councilors are college men of refinement who have had experience with boys and camp life. Much is made of camping and canoeing trips and an auxiliary schooner yacht affords opportunities for extended salt water cruises.

Camp Maranacook, Readfield, situated on an island in Maranacook Lake, was established in 1908 by William H. Morgan, who is assisted by a corps of college men. Part of each day is devoted to the study of any subjects desired.

Camp Mowana, situated on Echo Lake, near Readfield, is a small camp for younger boys, established in 1912 by Mark H. C. Spiers. Mr. Spiers was formerly of the Wm. Penn Charter School, and has recently opened a school of his own,—The Spiers Junior School. Real camping is emphasized and each boy has certain duties to perform daily.

Camp Androscoggin, two hours from Portland, on an island in Lake Androscoggin, was established in 1906 by the present director, Edward M. Healy, of Pratt Institute, Brooklyn, N.Y. It is an efficiently organized and admirably administered camp, well equipped with facilities for manual training and piano lessons and camp sports. The boys come largely from the vicinity of New York. Some Jewish boys are accepted and many boys return from year to year.

Camp Cobbossee, Monmouth, on the shores of Lake Cobbosseecontee, Kennebec County, is a large, well equipped camp, maintained for fourteen seasons by Harry R. Mooney, who is in the insurance business in New York City. R. L. Marsans, the director, is principal of Shandaken Institute, Shandaken, N.Y. In connection with the camp is Cobbossee Colony of private bungalows and a farm. Boys from nine to twenty years of age are accepted, and a large proportion return from year to year. The boys, largely from New York, are encouraged to spend some time each day in study.

Camp Quan-ta-ba-cook, on Lake Quantabacook, near Belfast, was established in 1914 by Herbert M. Bergamini, Litt.B., College of Physicians and Surgeons, and Oris S. Vickery, M.D. It is a small, well equipped camp.

Camp Penobscot, on Eagle Island in Penobscot Bay, opened in 1909, is a salt water camp, but spends three weeks of its season on Lake Saponic, inland. The director is Stephen B. Knowlton, A.B., Amherst, head of the English department of the Haverford School. Scoutcraft and manual training are taught the boys.

Megunticook Camps are composed of Unique Camp Megunticook,

Camden, Flying Moose Lodge, East Orland, and Aroosticook Canoe Trips in Maine and Canada. The campers divide their time between the first two camps, only the older boys taking the long canoe trips. Walter S. Cowing, Scout Executive, Philadelphia Council, Boy Scouts of America, has been director since the establishment of the camps in 1906. Exploration trips, mountain climbing, canoe and camping trips varying from one day to a week in length form part of the activities.

Medomak Camp, Washington, overlooking Medomak Lake, established in 1904, has long been under the sole ownership and management of Frank E. Poland, who has for six years been principal of the C. A. Daniels School in Malden, and has had sixteen years of experience as a public school principal. Mr. Poland is a man of high ideals and has the personality to insure success with his boys. He is assisted by a council of mature men, most of them professional educators, many of whom have been with the camp from four to ten seasons. Nature work, shop work, handicrafts, tutoring, tramping, and exploring are the chief activities. Four fifths of the boys come from Greater Boston, chiefly from the public schools, and fully one half return for a second year.

Camp Durrell, on a hundred-acre island off the Maine coast, between Boothbay and Rockland, is a large camp conducted for twenty-three years by the executive committee of the Massachusetts and Rhode Island Y. M. C. A. Camp Becket in the Berkshires is under the same management. The camp is divided into seniors, intermediates, and juniors. The director is George R. Merriam.

Boothbay Camp occupies Thorne Island, in the Kennebec river, three miles above Bath. It was established five years ago by A. R. Webster, A.B., after five years of summer camp work and a wide experience in teaching both in New England and later in the Middle West. The boys are from the Middle West and New England. There was a separate camp started for seniors last season.

The Norway Pines Camp is on Casco Bay, twenty-five miles north-east of Portland at Sebasco. Established in 1898 by Dr. Walter A. Keyes, principal of the grammar department of Trinity School, New York City, it is a small camp, and Dr. Keyes is aiming rather to improve the efficiency of the camp than to increase its numbers. To all the boys he can give personal supervision. The patronage is largely from New York and vicinity.

Camp Casco, West Harpswell, Casco Bay, eighteen miles from Portland, was opened in 1916 for boys from thirteen years of age upward under the direction of Edgar P. Paulsen, Principal, West Point Children's School, West Point, N.Y. Boy Scout laws and regulations are followed and the boys wear the Scout uniform. See p. 604.

Kamp Kohut, Oxford, was opened by Dr. George A. Kohut, of the Kohut School, New York, at Hope Island, Casco Bay, in the summer of 1907. It is a large, well equipped camp attracting its patronage from the well-to-do Jewish families of the eastern and southern states.

Camp Oxford, Lake Whitney, Oxford, seven miles from Poland Springs, has been successfully conducted for seventeen years by Adel-

bert F. Caldwell, A.B., Colby, A.M., Harvard, formerly professor at De Pauw University. The instructors and councilors are all college men, a number of them specialists in baseball, swimming, and athletics. The patronage is from the middle-western and eastern states.

Camp Nokomis, Harrison, comfortably equipped for thirty boys, is now in a new location on the east side of Long Lake. The directors are Roy Adams and Price B. Engle, both of the faculty of the Philadelphia School of Pedagogy. Boys usually return year after year.

Kineo Camps, on Long Lake, Harrison, are conducted by Irving G. McColl, B.L., Univ. of Mich. '90. The original Kineo, established in 1902 by Dana L. Sears and George H. Sensuer, was sold in 1907 to Irving L. Woodman, who had previously been at Limerick, Me. He in turn sold Kineo in 1907 to Mr. McColl, removing a few miles down the lake. In 1913 Mr. McColl opened a girls' camp at Wilton. Kineo is a large camp excellently equipped and organized. There is a permanent staff including army officers from West Point who are in charge of camp departments and riding lessons. The boys, chiefly from homes of wealth throughout the eastern states, are classified into three groups according to size, ability, and general development. All the usual camp sports and activities including rifle practice, riding, mountain trips, boxing, and wrestling are provided. A Boy Scout troop is maintained under West Point officers. The boys spend two weeks at Kineo Mountain Camp at the foot of Mt. Washington. See p. 599.

Camp Wyonee, on Long Lake, Harrison, forty miles inland from Portland, was opened in 1909 by Frederic H. Wilson, M.D., a practicing physician of New York City, who has had twelve years' experience in the capacities of physician and director of boys' camps. Only gentlemanly boys are accepted after a personal interview with the director. Athletics in every form are encouraged and there are opportunities for rifle practice under uniquely safe conditions. There is Boy Scout work under a specialist.

Camp Wildmere, Long Lake, Harrison, opened by Irving L. Woodman in 1900 at East Parsonsfield, removed to its present site in 1907. In 1915 it was operated by Mr. Dick as a branch of his Camp Idlewild, but in 1916 again came under the sole direction of Mr. Woodman assisted by William J. McConnell.

Camp Wigwam, Bear Lake, Harrison, is attractively located and well equipped. Established in 1910 by A. Mandelstam and Arnold M. Lehman, it was moved to this situation in 1913. The boys come largely from Jewish families in New York City with a few from other cities in the East and South.

Camp Katahdin, on Forest Lake, North Bridgton, established in 1900 by H. M. Cobb, is now owned by Ralph K. Bearce, and George E. Pike, of the Powder Point School for Boys. Both have had a wide experience with boys.

Long Lake Lodge, on Long Lake, North Bridgton, is a summer tutoring school exclusively for older boys who must tutor for college and school examinations in the fall. No others are admitted, in order that the spirit of real work may be in no wise diminished. It has been conducted for fourteen seasons by Edwin Victor Spooner,

Dartmouth '94 and Harvard Grad. School, instructor in French at Phillips Exeter Academy and formerly at Lawrenceville. Mr. Spooner is assisted by a corps of experienced tutors, representing a dozen colleges and schools, carefully selected for efficiency and personality. While all the usual camp recreations and athletics are enjoyed, the spirit of work prevails. In its first fourteen years boys from sixty preparatory schools were satisfactorily coached for examinations at twenty-eight colleges and universities. The camp is substantially equipped and well managed.

The Kingswood Camp, Bridgton, on Woods Pond, was originally opened in 1909 at Sanbornville, N.H., moving to its present permanent home in 1913. The camp is conducted by Mr. and Mrs. Ralph I. Underhill. Mr. Underhill was for seven years associated with Dr. Henderson at Marienfeld, and after nine years in charge of the younger boys of the Volkmann School of Boston, is now head master of the Country Day School, Kansas City, Mo. A man of charming personality he strongly appeals to younger boys. Mrs. Underhill admirably supplements his influence in giving the camp a genuine homelike atmosphere. The camp is for younger boys only, and the "seven" system is adhered to. The morning period is regularly given to school work, crafts, and nature study.

Camp Winona, Moose Pond, Denmark, has been maintained by C. E. Cobb since 1907. With Mrs. Cobb he conducts also Wyonegonic Camps for Girls and Denmark Inn and Camp for Adults, all in the vicinity. The boys are divided into two groups according to age. The younger boys occupy the Lower, and the older boys occupy the Upper Camp, both being in charge of Dr. Francis N. Maxfield, Univ. of Penn. These camps are admirably administered, fully equipped for all camp sports, and have justly been remarkably successful. A feature of 1910 is a branch camp at the seashore.

White Mountain Camp, Lake Sebago, now in its eleventh season, was established by George L. Meylan, B.S., Harvard, A.M., Columbia, M.D., New York Univ., now As. Prof. Physical Education and Medical Director, Columbia Univ. The juniors and the seniors have separate camps and equipment, one eighth of a mile apart. Boxing, wrestling, shooting, shop work, and music are featured. The boys come chiefly from New England and New York.

Camp Wawenock, on Raymond Cape, Lake Sebago, about fifteen miles from Poland Springs, and twenty-five from Portland, originated in the Mediawisla Club, a nature club for boys. The camp was established nine years ago by Dr. W. C. Kendall, Bowdoin '85, who for over twenty-five years has been on the scientific staff of the United States Fish Commission. Much attention is given to nature study, woodcraft, and scouting. The name is that of an aboriginal local tribe, and signifies "fearing nothing."

The Lanier Summer Camp, at Eliot, has for a number of summers been conducted by Mr. and Mrs. Sidney Lanier, Jr. They gather about them a considerable community of all ages who lead a simple life under the leadership of inspiring personalities. Much is made of nature work, of dramatics, particularly Biblical drama written by Mr. Lanier, and the boys "play Indian" in a poetic way, not slavishly following Ernest Thompson Seton. There is a camp for

young boys, and a separate and slightly larger camp for girls from six up, each being limited to thirty. The camp is the summer season of a year-round school. The total attendance is about one hundred.

NEW HAMPSHIRE

Thorn Mountain Tutoring School and Camp, Jackson, is for a small number of boys, opened in 1913 by Rev. George A. Bushee, who has had a long experience in social settlement and neighborhood work. Nature study, scoutcraft, and tutoring occupy the time.

Camp Pemigewasset, on a small lake near Pike, in the southern foothills of the White Mountains, has been efficiently maintained since 1908 by three doctors, Edwin and Edgar Fauver and Dudley B. Reed. Each is associate professor in physical education, respectively in Princeton Univ., Wesleyan Univ., and the Univ. of Chicago. All three are college A.B.'s as well as M.D.'s, and practicing physicians, and are especially fitted to deal with the physical needs of boys. Some have returned each year since the establishment of the camp.

Camp Moosilauke, near Pike, in the western foothills of the White Mountains, on the lake of the same name, is now in its fourteenth season. The director is Virgil Prettyman, Ph.D., principal of the Horace Mann School for boys, and C. W. Prettyman is assistant director. The school work is under the charge of John D. Neitz, of the Horace Mann School. The boys are divided into groups of seven, each under the supervision of a councilor. Tutoring, manual training, and technical instruction in automobile construction and repair are provided.

Camp Chocorua, near Tamworth, has for sixteen years been conducted on a large farm by S. G. Davidson, A.M., Litt.D., who is a Christian Scientist and a specialist with nervous and backward children. He has also a camp for girls and Zufrieden, a camp for adults. There is a separate department for young boys.

Camp Wellesley, Lake Ossipee, was established in 1899 by Edward A. Benner, who now gives his whole time to the interests of his camp. A special feature is the opportunity for sailing small boats on the lake, which is especially safe and free from sudden gusts. The boys receive instruction in nature work, various forms of manual activities, and have the privilege, under proper supervision, of target practice. Each boy has a share in some of the necessary work of maintaining the camp, this delegated responsibility being essentially a part of the training. Though the boys are given a good time, it is not a mere recreation camp, but actuated by serious educational intent.

Camp Fessenden, Lake Ossipee, was opened in 1913 by Walter L. Nourse, A.B., Dartmouth, John Porter, Jr., B.S., Amherst, and Ralph H. Pierce, A.B., Yale, the former two, masters at the Fessenden School, West Newton, Mass. It is a small camp, pleasantly located and adequately equipped, and reflecting the spirit of the school, from which many of the boys come. The directors and councilors are all well fitted to understand and supervise small boys.

Camp Wachusett, Little Asquam Lake, near Holderness, has been conducted since 1903 by the Rev. Lorin Webster, rector of the Holder-

ness School, assisted by various college athletes. It utilizes a large two-story residence more suggestive of a summer boarding school than a camp. The boys come largely from New England.

Camp Aloha Summer School, Lake Asquam, has since 1904 been maintained by Dr. J. M. Kendall, master in St. Paul's School, Concord, assisted by T. Nelson, Ph.D., master in St. Paul's School, and E. G. Kendall, master in the Hill School, all of whom are Yale men. The purpose is efficiently to prepare boys for fall examinations under expert tutors, and only boys who intend to do serious work are considered. Naturally most of the boys come from St. Paul's and other leading schools preparing for Yale and Harvard.

Camp Algonquin, on Asquam Lake, Holderness, is the oldest existing summer camp in New England, and has been personally conducted by Edwin DeMeritte, a veteran school master, of the DeMeritte School, Boston, since 1886. The policy and program of camp life at Algonquin has been developed independently of other summer camps. Much is made of nature study in all its phases, under the direction of Dr. Alfred Gundersen. A U.S. Life Saving Corps and a Boy Scout troop are maintained. The boys learn to shoot under proper supervision. They sleep in dormitories and there is a separate building for the younger ones. See p. 560.

Camp Pasquaney, Bridgewater, has since 1895 been maintained by Dr. E. S. Wilson, Ph.B., Ph.D., Yale '85, who gives his whole time to the interests of his camp. Its success is due to his personal supervision, ably assisted by the unremitting labors of F. R. Kneeland, Columbia '99, and of E. W. C. Jackson, Harvard '02, an instructor in the Haverford School. Without advertising except through its patrons and old boys, the camp list is always filled in advance. The patronage is largely from wealthy and fashionable families. The tone and temper of the men in charge are admirably reflected in the spirit of the camp.

Camp Mowgli, East Hebron, is a camp for young boys, those under ten being in the "Cub" department. It has been maintained by Mrs. Oscar Holt since 1903 on her large estate known as the "Jungle." Alcott Farrar Elwell, Harvard '10, is the assistant director, and the councilors are college men. Something more than mere recreation is aimed at and the camp life is the result of long years of experience.

Camp Idlewild, on an island in Lake Winnepesaukee, is one of the oldest summer camps, and has been conducted by John M. Dick, B.D., Yale, since 1892. It was formerly at Silver Lake, Mass., and moved to Winnepesaukee in 1896. During this time over twelve hundred boys have been enrolled. There is a staff of mature camp leaders, in addition to the councilors annually appointed. Mr. Dick is a stock market operator; and the camp has long been a successful business proposition.

Camp Passaconaway, on Bear Island, Lake Winnepesaukee, is conducted for young boys by Wallace E. Richmond and Alfred W. Dickinson, both teachers in the Newton High School, Newtonville, Mass. Mrs. Richmond and Mrs. Dickinson act as camp mothers. Besides the usual sports, scoutcraft and manual training are taught.

Camp Wyanoke, Winter Harbor, Lake Winnepesaukee, for nine

years has been conducted on its present site by Walter H. Bentley, recorder of Dummer Academy. The councilors are men of maturity and broad educational experience. The tents accommodate seven boys and a councilor. Shop work and military drill are features and tutoring is arranged if required. The boys, usually from New England, also represent many other portions of the United States.

Camp Tecumseh, Moultonboro, near Melvin Village, on Lake Winnepesaukee, is a large camp, established in 1902 by Alex Grant and Dr. George W. Orton, athletic instructor in the University of Pennsylvania, who succeeded Mike Murphy. The chief interest of the camp is athletics.

The Wolfeboro Camp, Rust Pond, near Wolfeboro, formerly called Hill Camp, is a tutoring camp. It was established in 1909 at Plymouth, Mass., by George D. Robins, A.B., Wesleyan, of the Hill School, with whom are now associated in ownership and management Frederick Fraser, A.B., Harvard, John D. Warnock, Ph.D., Yale, both masters in the Hill School, and Edward C. Durfee, A.B., Williams, master in the Chestnut Hill Academy. They are assisted by a strong staff of councilors and instructors, most of whom are masters in the two above-mentioned schools. The boys likewise come largely from these two schools. Boys are prepared either for the colleges or for classes in leading preparatory schools.

Camp Winnepesaukee, on the southeastern shore of the lake, was established in 1909, and is now solely under the ownership and control of John G. Anderson, A.M., Amherst and Columbia, a champion golf player. Golf and hikes are featured. The camp's own cows supply milk. The boys come largely from eastern Massachusetts.

Camp Mishe-Mokwa, West Alton, is a small camp for twenty-five to thirty boys under fifteen, occupying Redhead Island in Lake Winnepesaukee. The director, L. Theodore Wallis, physical director in the Browne and Nichols School, has for his chief purpose the all-round physical development of the boy. "Aquaplaning" is a feature and was developed at the camp. See p. 600.

Camp Penacook, Lake Keyser, across the lake from North Sutton, in the Sunapee Region, was established in 1898 by Professor Louis Rouillion of Columbia University, New York City. It has been conducted during the past thirteen years by R. B. Mattern, M.S., a science teacher at the Irving School, Tarrytown, N.Y.

Camp Wallula, Twin Lake, New London, is a small recreation and tutoring camp, conducted by Bernard A. Hoban, A.B., Assistant Physical Director the Hill School, Pottstown, Pa. The camp life is carefully supervised, and the councilors are all experienced men.

Marienfeld, Chesham, was established by Dr. C. Hanford Henderson in 1896 on the upper Delaware, and two years later moved to its present site, on Silver Lake. Here were early tested and adopted many of the characteristic features which have made the boys' summer camp, at its best, an important educational movement. After sixteen years of summer camp work Dr. Henderson transferred the control of the camp to Stacy B. Southworth, of the Boston Latin School, and Raphael J. Shortlidge, of The Choate School, who had been intimately associated with him for many

summers. The boys are divided into groups of seven, according to age, who eat and sleep together, each in charge of a special master. The life is simple, the beds hard, and the duties homely.

Camp Namaschaug, Lake Spofford, ten miles from Keene, is a vacation school and camp. The Very Rev. J. J. Griffin, Ph.D., is principal, and J. T. B. Fisher, A.B., is director. The boys are chiefly from Roman Catholic families of the eastern United States.

Wawona, Swanzy Lake, was started by Oscar E. Bourne in 1899. A special feature of Wawona is the year-round tutoring camp where boys to whom the outdoor life is a necessity may have its advantages through all the seasons.

Camp Monadnock, Thorndike Lake, at Jaffrey, is a camp for young boys, established in 1914 by Frederick S. Ernst, Harvard '12, master in the Noble and Greenough School, Boston, Mass. The councilors are all recent university graduates or undergraduates.

South Pond Cabins, on the south slope of Monadnock, Fitzwilliam, is a small camp opened in 1908, limited to twenty boys. It aims to provide a proper combination of work and play. The active head, Rollin McC. Gallagher, A.M., Harvard '06, is a master in the Middlesex School. The boys come from Middlesex and other leading schools of New England.

VERMONT

Camp Winape, on Seymour Lake, East Charleston, a large and successful camp, has for six seasons been conducted by S. W. Berry, its owner, who is a teacher in the Irving School, New York City. The councilors are chosen for character rather than athletic ability, and provide expert supervision in tutoring and nature study.

St. Ann's Camp, Isle La Motte, was established in 1892 by St. Ann's Academy, New York City, which is conducted by the Marist Brothers. The camp is well equipped and the expense is kept very low. While it is particularly for the boys of the Academy, others are admitted. Naturally the patronage is almost wholly from Roman Catholic families of New York City.

Camp Kill Kare, St. Albans Bay, on Lake Champlain, now in its eleventh season, is conducted by Ralph F. Perry, Univ. of Vermont, an instructor in the High School, Morristown, N.J. All forms of athletics are encouraged and competitions are held for prizes and medals. It is a well established camp with senior and junior divisions.

Camp Abanaki, North Hero Island, Lake Champlain, is conducted by the State Committee of the Young Men's Christian Associations of Vermont. State Secretary Byron N. Clark is in personal charge, with a large group of experienced men as assistants.

Camp Vermont, Grand Isle, Lake Champlain, is conducted by E. N. Gerrish, who has all his life been a teacher and high school principal. Trips by steamer and motorboat and horseback riding are featured. The councilors are all college fraternity men.

Camp Winnisquam, Milton, overlooking Winnisquam Bay, twelve miles north of Burlington, was established in 1905. The camp is conducted by Ira A. Flinner and Chester A. Jenkins of the Huntington School, Boston. The boys are divided into three groups, according to age. Provision is made for music, horseback riding, photography, nature study, and tutoring.

Camp Iroquois, on the eastern shore of Lake Champlain, seven miles north of Burlington, is conducted by W. L. Hazen and Theo E. Lyon, head masters of the Barnard School, who for sixteen years have been actively associated in conducting a boys' camp. Boys are divided according to age into seniors, juniors, and sub-juniors. Naturally the patronage is largely from New York City and vicinity.

Camp Champlain, on the shore of Malletts Bay, Lake Champlain, nine miles north of Burlington, was established in 1894 and is conducted under the auspices of the Berkeley-Irving School of which William H. Brown is president. The camp is beautifully located and well equipped. The staff is made up of experienced college graduates and undergraduates. The boys are largely from refined families of New York and vicinity. See p. 601.

Waramaug Wigwam, on Lake Dunmore, limited to thirty young boys, is a branch of Keewaydin Camps. The camp is under the direct supervision of Stephen A. Breed, M.I.T. '93, who was formerly associated with C. Hanford Henderson in Camp Marienfeld. It is preparatory to the Keewaydin Camps in the Canadian woods. The camp conducts the Moosalamoo Tribe of Woodcraft Indians. The boys receive special training in nature study and all the usual camp activities. A ten-day canoe trip is made on the Otter river and Lakes Champlain and George.

Camp Waldheim, on Harvey Lake, West Barnet, is under the personal management and supervision of the directors, Heinrich W. Reese, Ph.D., and Otto P. Schinnerer, A.B., A.M. Besides the usual camp life, a special feature is offered in the opportunity to learn and speak the German language.

Camp Passumpsic, at Ely, on Lake Fairlee near Camp Quinibek, established in 1914 by Mr. and Mrs. Harvey Newcomer, is now under the management of D. Ralph Starry, in association with William W. Clendenin of Quinibek. It is a camp for young boys, where wireless telegraphy, mountain hiking, horseback riding, and all sports are offered under the supervision of college men.

Campanoosuc, near Thetford Center, for boys from seven to fourteen, was established ten years ago by William E. Sargent and since his death has been carried on by Mrs. Sargent, a teacher in the New Bedford High School. She is ably assisted by Ellwyn G. Campbell, master of a school in the same city.

MASSACHUSETTS

The Wampanoag Camps, on Buzzards Bay, are conducted by Mrs. Bertrand Taylor and her son Aldrich Taylor, Harvard '14, who are actuated by high educational purposes. The camp for young boys is in its eleventh season. The "Club" for older boys will open on an island site this summer. Wampanoag has been splendidly managed and disciplined, and provides the attractions of the woods, fresh and salt water. Woodcraft and scouting are made much of. Tutoring is discouraged, but provided if desired. Many of the boys are from Greater Boston.

Laurel Crest Camps, last year Mann's Camp, Mirror Lake, near Rutland, Mass., is a small camp for young boys. It has recently changed owners. The director is George T. Higgins, instructor of athletics at Noble & Greenough School for Boys, Boston.

CONNECTICUT

Camp Eastford, on Crystal Lake, in northeastern Connecticut, is conducted for boys under sixteen by Mr. and Mrs. J. P. Marvin. For twenty-six years, in connection with the ministry, Mr. Marvin has been interested in boys, camps, clubs, and lecturing. The camp is well located and admirably administered. The boys are usually employed during the morning in manual training, forestry, nature study, and the usual work about camp.

Camp Wonposet, on Bantam Lake, the largest lake in Connecticut, in the Litchfield Hills, is a well administered camp, established in 1905. Robert Tindale, the director, is assisted by W. W. Thomas and a strong staff. The patronage is largely from New York. Boating, target practice, tennis, and excursions are among the sports.

NEW YORK

Camp Penn, on Valcour Island, Lake Champlain, seven miles from Plattsburg, was established in 1905 by the director, Mr. C. K. Taylor. It is a real camp, not a summer school nor disciplinary camp. The boys on arrival are divided into groups of four or five under a counselor and each group is assigned to its own camp site, pitches its tent or constructs its bungalow. The boys, largely from Philadelphia, are divided into juniors and seniors. Real campcraft, woodcraft, and all-round development rather than school work is the main object.

Adirondack Summer Art School, Saranac Lake, follows the pre-vocational methods in drawing, painting, modeling, carving, and nature study advocated by J. Liberty Tadd, director of the Industrial Art School, Philadelphia, who established this summer school in 1893.

Camp Pok-o'-Moonshine, on Long Pond, Willsborough, will have its twelfth season this summer. Dr. Charles A. Robinson, of Peekskill Academy, Peekskill, N.Y., is owner and director. The usual camp recreations are enjoyed by boys from eighteen states.

Camp Dudley, Westport-on-Lake Champlain, is the oldest existing summer camp. It was founded by Sumner F. Dudley in 1885 and is conducted by the New York state executive committee of the Y. M. C. A. It is splendidly and completely equipped, but is a low-priced camp which has accomplished an enormous amount of work. All phases of athletics, woodcraft, nature study, and photography are given attention. H. C. Beckman, Ph.B., Yale '06, has for twenty years been a Dudleyite, and since 1908 director.

Camp Meenahga, at the home of The Adirondack-Florida School, Onchiota, will commence its third season this year. The camp is designed especially for young boys. Besides opportunity for life in the open, the members have the environment of the school home. The camp during the past two seasons has been in charge of Mr. and Mrs. H. A. Swaffield. Mr. L. H. Somers, head master of The Adirondack-Florida School, maintains a general supervision of the camp activities.

Camp Riverdale, in the Adirondacks, has been conducted by Frank S. Hackett, head master of Riverdale Country School, since 1912. Every boy of twelve years or over becomes a member of the

Boy Scouts of America as he learns to fill the requirements. Mountain climbing, exploration, and wood life are characteristic. The age limits are ten to fifteen years, but the "old boys" are allowed to return. This is distinctly a wilderness camp, but the influence of Mrs. Hackett pervades the home life, and good manners and refinement are required.

Schroon Lake Camp, established in 1906 by Dr. I. S. Moses, is well equipped for eighty Jewish boys. Competitions are held in all forms of athletics.

Paradox Camp, Paradox Lake, has for seven years been conducted by Dr. Edward Goldwater, who was formerly with Dr. Moses.

Adirondack Camp, on Lake George, has since 1904 been conducted by Dr. Elias G. Brown, a physician and educator of broad experience in camp work, who conducts the Mountain School at Allaben, New York. The boys receive systematic physical training with all the usual camp activities.

Camp Fitzhugh, on Sodus Bay, Lake Ontario, midway between Rochester and Oswego, is a summer tutoring school and recreation camp for boys, maintained since 1900 by Aldice G. Warren, of the Army and Navy Preparatory School, Washington, D.C., assisted by masters from leading preparatory schools of the eastern states. Scoutcraft and dramatics are made features of the camp life.

Camp Gahada, on Lake Tawiskarou in the Adirondacks, was established in 1909 by William B. Efner, a newspaper man, of Schenectady. The head councilors are Dr. Wm. L. Anderson of Yale, and A. D. Sutherland, coach at Phillips Academy, Andover, Mass. The boys, all of Christian parentage, come from twenty important cities in nine states. Provision is made for manual training, nature study, woodcraft, and all the usual camp sports.

Greenkill Camp, on First Binnewater, Ulster Co., in the Catskills, has been maintained for eleven years by the West Side Y. M. C. A. of New York, and the charges cover only actual cost. Long under the direction of Philip D. Fagans, now of the Woodcraft League, this season it will be in charge of Wilfred C. Ackerly. The boys live in groups of seven with a leader in each tent.

Camp Wake Robin, Woodland, is in the southern Catskills in the Roxmor community of camps and bungalows. It is in its thirteenth year and is owned by E. B. Miller, Woodland. H. W. Little, A.B., of the Lincoln High School, Jersey City, is the director. It is for young boys, who come mostly from Greater New York.

PENNSYLVANIA

Camp Susquehannock, on Tripp Lake, was established in 1905 as a summer tutoring school and recreation camp. George C. Shafer, A.B., Princeton '03, formerly instructor at the Lawrenceville School, is assisted by a strong staff of councilors, graduates of the leading eastern colleges. The boys come largely from private schools of the eastern states.

Camp Choconut, near Friendsville, at an elevation of 1800 feet, is one of the pioneer camps, established in 1896 by Dr. Roland J. Mulford, head master of the Ridgefield School. His sister, Mrs. George L. Winlock, has been interested in the camp from the begin-

ning, particularly for her own sons, the elder of whom has for sixteen years been a member of the camp as boy and councilor. Since 1902 Mrs. Winlock has had charge of the younger boys, and for several years now the management has been wholly under her control. The councilors are college men, and there are also young women, who help to maintain the standard of good manners.

Camp Pokanoket, on Lake Carey, now in its eighth season, offers in addition to the usual camp athletic sports, manual training, dramatics, etc. Excursions and hikes are taken throughout the season to Niagara and points of interest. The directors are Joseph W. Oliver, B.S., A.M., instructor in the Manual Training High School, Brooklyn, and Morris G. Michaels of the De Witt Clinton High School, New York.

The Dan Beard Outdoor School, Lake Teedyuskung, Pike County, opened in 1916 on the site where for thirty years Mr. Beard has had his private hunting and fishing "shack." Mr. Beard is well known as a pioneer in the Boy Scout movement and as a writer and illustrator. One may be sure that boys with him will learn to love the outdoors and be efficiently taught innumerable interesting kinks of woodcraft and scoutcraft. Capt. J. H. Beard and Lieut. H. W. Bauer, who have long been associated with him, assist in the camp management.

Pole Bridge Camp, Matamoras, was established in 1914 by Ray Palmer. Since his death it has been carried on by his father, William E. Palmer, Ph.D., minister of Trinity M. E. Church, Paterson, N.J., and a brother. Much is made of music, with instruction in singing, brass band, etc.

Camp Yapeechu, Milford, was established in 1900 as the first offshoot of Camp Pasquaney, at which Charles F. Wilson, the director and owner, was for five years a councilor. Camping and exploring trips and nature study are offered in addition to the usual camp sports. It is largely for young boys.

Bushkill Farms Camp, Bushkill, in the foothills of the Blue Ridge Mountains, is owned and supervised by Dr. J. L. Manasses and A. W. C. Young, of Philadelphia, assisted by a group of college men. Sports, nature study, handicrafts, and dancing are taught. Special attention is given to swimming. An adjunct camp for men is in charge of a physical training expert.

Camp Major, Buck Hill Falls, is in the Pocono mountains, five miles north of Cresco, Pa., 1700 feet above sea level. Walter S. Slifer, the director, is assisted by councilors, who are men from colleges or special schools. The boys are divided into small tent groups, each under the charge of a councilor.

VIRGINIA

Blue Ridge Camp, near Ivy Depot, in the Blue Ridge Mountains, was established in 1909 and is conducted by R. Warner Wood, A.M., Univ. of Va., who also conducts it as a winter tutoring camp. Particular attention is given to the outdoor sports, especially track, baseball, and swimming, a swimming pool having been built for the latter.

WEST VIRGINIA

Camp Greenbrier, Alderson, high up in the Alleghany Mountains, on the banks of the Greenbrier river, is distinctly an athletic camp. The camp is in its nineteenth year, under the management of Dr. Walter Hulihan, A.M., Ph.D., Univ. of the South, Sewanee, Tenn. Track athletics, baseball, trap and rifle shooting, and water sports are featured, the camp maintaining several teams and holding frequent competitions for championships. The academic department offers instruction in all branches of studies. Over one thousand boys from all parts of the South and East have been enrolled since its establishment in 1898.

NORTH CAROLINA

Laurel Park Camp, near Hendersonville, is an "athletic and educational" camp, planned mainly as a vacation place for boys, but offering instruction if desired. It has been maintained since 1912 by Prof. I. B. Brown, A.B., Coll. of Charleston, for twenty-three years head of the Classical Department of Porter Military Academy, Charleston, S.C. The majority of the boys come from the South.

The French Broad Camp, on the river of the same name, near Brevard, twenty-two hundred feet above sea level, is for recreation and study. It is under the joint direction of John W. Moore, academic, Henry E. Raines, business, and L. S. Le Tellier, athletics. A regular program of school work of two and a half hours a day is provided for those desiring it, in subjects specified by the boys' parents. All forms of outdoor athletics are provided. The boys come chiefly from private schools throughout the southern states.

Camp Sapphire on Deer Park Lake, Brevard, calls itself "athletic and educational," and is a big, busy camp for boys between ten and twenty years, established four years ago. Most of the counselors are instructors in southern private schools and colleges. The directors are W. McK. Fetzer, athletic director at Davidson College, and R. A. Fetzer. In addition to tutoring, manual training, and mountain trips, every form of athletic and aquatic sport is encouraged. The boys come mainly from all over the South.

OHIO

Camp Wah-pe-ton, situated on the shore of Lake Erie, near Ashtabula, is conducted by C. A. Duff of the Y. M. C. A. of Painesville. It offers both tutoring and the regular outdoor sports.

INDIANA

Interlaken Summer Camp, at Silver Lake, Rolling Prairie, is the summer season of Dr. Rumely's Interlaken School, and, like the school, is inspired by the New School movement. Manual activities of useful economic value are the permanent feature. The boys have a share in agricultural work of the farm, haymaking and harvesting, and in the construction of buildings, not merely doing the work but taking part in designing and supervising, according to their capacity. Seven members of the school staff are in charge with assistants, and there are several women to help with the smaller boys, all under the direction of O. P. Pitts, A.B., B.S. See p. 564.

The Culver Summer Schools, on Lake Maxinkuckee, maintained

by the Culver Military Academy, include three separate departments, The Culver Summer Naval School, established in 1902, The Cavalry School, established in 1907, for boys over fourteen, and The School of Woodcraft, for boys under fourteen, established five years ago. All afford an opportunity for healthy outdoor life with all the forms of athletics and water sports. Some of the morning hours are given to the study of school subjects. The Naval School is equipped with navy cutters, and boat drills and rifle practice are a part of the system. In the Cavalry School horsemanship is taught by an experienced cavalry man. The Woodcraft School is under the immediate charge of Dillon P. Wallace, writer and explorer. Forestry, natural history, and campcraft are taught. See p. 567.

MICHIGAN

Camp Kenmore, a "Play School," on Ford Lake, near Fountain, is conducted by Rev. W. H. MacPherson, of Joliet, Ill., and Prof. P. G. Wright, Williamstown, Mass. It is the result of ten years' experience in camp work and has been five years on its present site. The boys govern themselves, and have a mayor, commissioners, and town meeting.

Sosawagaming Camp, beautifully located in the Huron Mountain Country at the mouth of the Yellow Dog river, on the shore of Lake Superior, thirty miles above Marquette, was established five years ago by Clarence E. Snyder, A.M., Illinois Wesleyan, who spent two years at the University of Goettingen, and was for fourteen years instructor at Girton School, Winnetka, Ill. Recently Mr. Snyder established a winter outdoor school on Captiva Island on the southern Gulf Coast of Florida, thus providing for the year-round schooling and open-air life. Gentlemanly boys from ten to twenty years of age are accepted after interview. There are three auxiliary camps to which trips are made. See p. 563.

Kamp Kee-Mo-Sah-Bee, a summer camp and school of woodcraft at Mullet Lake, opened in 1916 under the direction of Charles W. Yeager, Gymnasium and Athletic Director at the Detroit University School.

WISCONSIN

Wisconsin Highlands Camp is situated on Plum Lake in the center of the "Park Region of Wisconsin." It is under the direction of William J. Monilaw, M.D., and was established in 1904. Boys are divided into three groups according to age. A camp for parents and other adults is maintained across the lake.

Camp Winnepe, at Eagle River, was established in 1910 and is under the management of Homer L. Thomas of Smith Academy, and Elles T. Marriott, Yeatman High School, St. Louis, Mo., assisted largely by high school teachers from the same city. Every form of athletics is enjoyed and trips are made to a branch camp twenty miles off. The camp is divided into seniors and juniors.

Camp Minocqua, on Tomahawk Lake, Minocqua, established in 1904, is directed by John P. Sprague, M.D., Grinnell, Ia. The boys are graded according to age in three groups, each limited to about sixteen boys. The usual camp sports and aquatics are provided. The patronage is largely from Chicago.

Keewatin Camp, Prairie du Chien, has been conducted since 1902 by James H. Kendrigan of the Keewatin Academy. His councilors are of the faculty of the school. The juniors and seniors are kept in separate divisions and differently managed. The boys may sleep either in tents or the dormitory. There are branches at Mercer, Wis., Ely, Minn., and Aitikoken, Ont.

Camp Indianola, on Lake Mendota, Madison, is a beautifully located and well equipped camp. It was established in 1907 and is conducted by F. G. Mueller. Tutoring is made a special feature. Much is made of music and the councilors are musicians.

MONTANA

Cedarvale Ranch and Camps, Hillsboro P.O., is near Yellowstone Park, in the Big Horn Mountains. It is thirty miles from a town at an elevation of four thousand feet and offers all the interest of a western ranch. It was opened to the public in 1914 by its owner, G. William Barry, M.D. There is motorboating on the Big Horn and hunting and fishing in the mountains round about.

WYOMING

Blackwater Camp, on the north fork of the Shoshone river, in the Rocky Mountains, forty miles from Cody and fifteen miles from Yellowstone National Park, was established in 1915 by Bronson C. Rumsey, Yale '02. A two weeks' trip is taken with pack ponies.

Camp Yellowstone is not permanently located in any one place. With the exception of about one week near Fort Washakie, Wyo., the camp is constantly on the move, the boys traveling on horseback through the Yellowstone. The camp was founded in 1907 and is under the direction of Charles C. Moore, LL.B., who has had experience in all phases of western life. The purpose of the camp is to give the boys the benefits and pleasures of ranch life under the supervision of experienced teachers and ranchers.

ARIZONA

Evans Summer Tutoring Camp, Flagstaff, at an elevation of seven thousand feet, is maintained during the summer months by H. David Evans of the Evans School at Mesa. Camping trips are made to many points of interest throughout the surrounding region.

CALIFORNIA

Twin Oaks Ranch School, San Marcos, San Diego Co., has been maintained since 1905 by Mr. and Mrs. L. A. Jordan. It is a small camp which offers young boys an outdoor summer life in the mountain valleys of southern California.

CANADA

The Keewaydin Camps, on Manitou Island, Lake Timagami, in the Nipissing District of Ontario, are in a great government forest reserve. This incorporated organization has grown out of the camp established in 1893 by A. S. Gregg Clarke, Harvard '93. Mr. Clarke is assisted by a competent staff of teachers in representative preparatory schools, including two physicians, and by Indian guides and hunters from the Hudson Bay Company's posts. The three separate camps are beautifully located and completely equipped. Timagami Wigwam, for older fellows, is on the shore of the Lake at the foot

of Devil's Mountain. A certificate is given those boys who successfully pass a rigid examination in campcraft and woodcraft. Tutoring is provided for and the staff is unusually competent. The Kee-waydin Canoe Trips are planned as the result of long experience and are well organized and afford opportunity for real roughing it and exploration of the more remote portions of the Canadian wilderness. Manitou Wigwam, for young boys from twelve to fifteen, was organized as a separate camp in 1904.

Minne-Wawa, on the Lake of Two Rivers, Algonquin Provincial Park, established in 1910 and conducted by W. L. Wise, Ph.B., Syracuse Univ., an instructor in Bordentown Military Academy, assisted by N. W. Fradd, the physical director of Bordentown.

Camp Otter, on Otter Lake, two miles from Dorset, is entering its eighth season under the direction of Charles V. P. Young, Cornell '99. It is a small camp from which boys learn the life of the wilds and gain some educational training. Tutoring is provided.

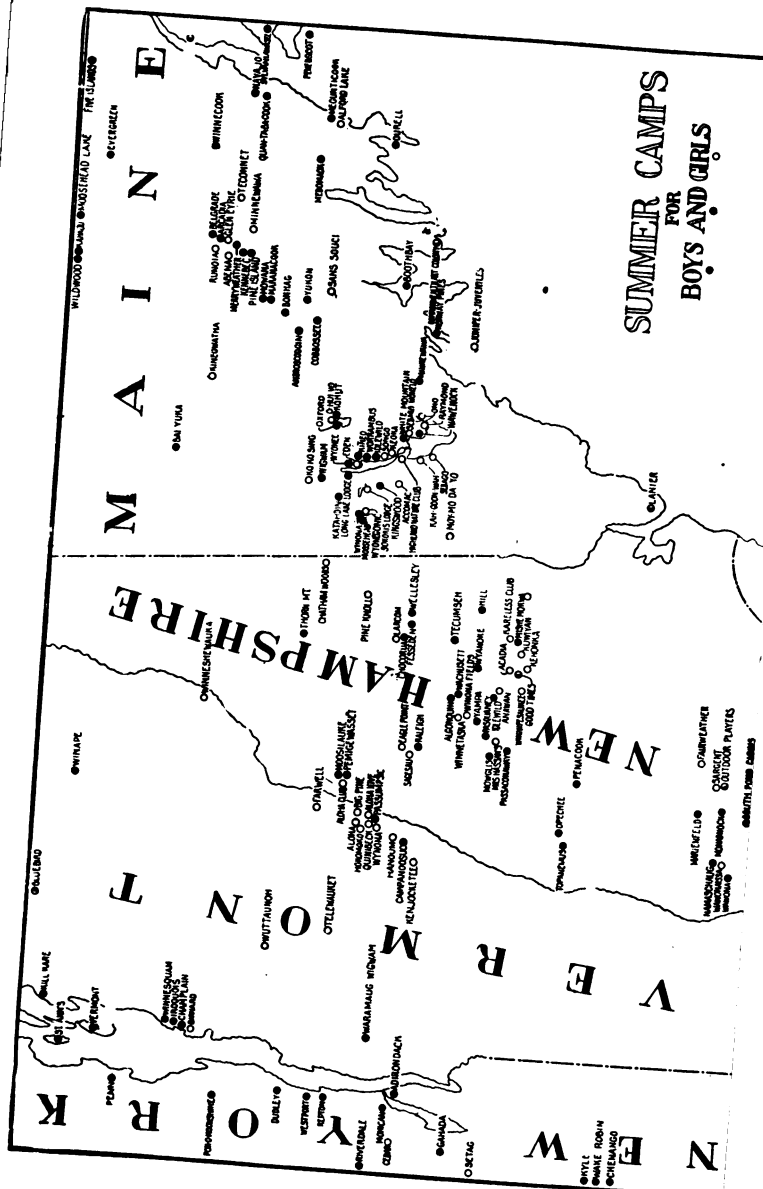
Camp Kagawong, on Balsam Lake, Rosedale P.O., has for eleven seasons been conducted by Ernest A. Chapman, director of physical training of St. Andrew's College, Toronto. In addition to the usual sports, sailing, shooting, shop work, physical education, and life saving instruction are made much of.

Massawippi Summer School, North Hatley, P.Q. The school was founded in 1908 by Prof. C. U. Clark (Yale '97) and Howard F. Bishop (Yale '07). It is now under the direction of Prof. John P. Rice (Yale 1900), of Williams College. The school provides an inexpensive and agreeable summer outing with systematic study in preparation for college or in work of college grade. There are special classes in Spanish and other modern languages.

Camp Mooswa, Lake Annis, N.S., eighteen miles from Yarmouth, has since 1909 been conducted by George H. Cain, A.B. Mr. Cain, a teacher in the Cambridge High and Latin School, has had fifteen years' experience in camping and three years of foreign travel. His influence is supplemented by that of Mrs. Cain. See p. 600.

Aldercliff, Weymouth, N.S., has for five seasons been conducted by Horace Holden, associate head master of Westminster School, assisted by Karl S. Wells, of the Morristown School. It offers a summer outing for twelve boys.

SUMMER CAMPS FOR BOYS AND GIRLS



GIRLS' SUMMER CAMPS

MAINE

Kineowatha Camp, Wilton, seventy-five miles north of Portland, Mr. McColl's camp for girls, is in charge of Elizabeth Bass, A.B., who for two years was instructor of physical training at the Univ. of Wis., and for four years director of physical training and acting dean of women at Colby College. The staff includes a West Point U.S. Army officer for riding instruction and an Annapolis U. S. Naval Academy man for swimming. All the usual camp activities, including horseback riding, water sports, hiking, arts and crafts, and nature study, are provided. **See p. 598.**

Camp Runoia, on Great Pond, Belgrade, seventy miles from Portland, has been maintained for ten seasons by Miss Jessie C. Pond, principal of the Prospect Hill School, Newark, and Miss Lucy H. Weiser, of the Horace Mann School, New York City. Horseback riding and all the usual camp sports are provided.

Camp Abena, on Great Lake, the largest of the Belgrade Lakes, has for eleven seasons been conducted by Professor and Mrs. Avery E. Lambert, of Middlebury College, and Mrs. Lambert's sisters, the Misses Hersom. Miss Hortense Hersom, the principal of the camp council, a graduate of the State Normal School, Farmington, Me., and Teachers College, Columbia Univ., is now a teacher at the Sidwells' Friends School, Washington, D.C. In addition to the usual camp sports, horseback riding and archery are indulged in. The girls come from eastern states and from the Middle West.

Camp Glen Eyrie, on Salmon Lake, in the Belgrade Chain, is a small camp, opened in 1913 by Miss Beatrice E. Tandy, Yonkers, N.Y. She is assisted by her mother and father. The girls come largely from the public schools about Yonkers. The camp name, Glen Eyrie, means "Nest in the Glen."

Camp Teconnet occupies the whole of Teconnet Island in China Lake, about twenty miles northeast of Augusta. It was established in 1912 and is owned by Charles F. Towne, assistant superintendent of schools, Providence, Herbert L. Rand, Pickering School, Salem, and Dr. Arthur G. Rand, Nantucket. It is conducted under the personal direction of Mr. and Mrs. Towne.

Mars Hill Camp, Crawford Lake, Union, opened for the first season in 1916, under the direction of Miss Dorothy Marcus assisted by the Misses Littlehales. It offers an opportunity for good music, both vocal and instrumental.

Alford Lake Camp, South Hope, is on a fresh-water lake only a few miles from the ocean. It has been conducted since 1907 by Miss Florence M. Marshall, A.B., and Miss Susan M. Kingsbury, Ph.D. The camp is connected with a farm of one hundred and fifteen acres. Instruction is given in cooking and in arts and crafts. The girls come largely from New York and New England.

Eden, a camp for girls, at Bluff Point, Long Lake, Harrison, was established in 1910 by F. M. Gracey, instructor in the Massachusetts Institute of Technology. While Mr. Gracey is owner and business manager, the camp is under the personal direction of Miss Florence E. Smith. Mr. Gracey has for several years conducted a camp information bureau. There is a council of the Camp Fire Girls. Eden Club, under the direction of Mrs. Gracey, is for older girls.

Camp Wildwood, Woods Lake, Bridgton, opened in 1916 for Jewish girls under the leadership of Miss Rose Sommerfeld, a well-known social worker in New York, and for many years in charge of the Clara de Hirsch Home. Associated with her is Mrs. Bella Hirsch, long an active worker in the Hudson Guild. Nature study tramps are featured.

Wyonegonic Camps, located at intervals on the shore of Moose Pond, Denmark, forty miles northwest of Portland, were established in 1902 by Mr. and Mrs. C. E. Cobb. Mr. Cobb was formerly a teacher in the Moses Brown School, Providence. This is the pioneer and largest camp for girls and has remained for fourteen years under the same management. So popular a camp has it become that now three separate camps are maintained that the girls may be classified as to age and that the number in any one camp may not be too great for personal attention. About two hundred girls in all, from eight to twenty-one years of age, are enrolled from all parts of the United States. Mr. and Mrs. Cobb and Miss M. Rose Giles, Bridgton, Me., for many years head councilor, give their whole year to the supervision of these camps. Miss Mary S. Barbour has been for some years in charge of the junior camp. About sixty councilors assist in the three camps. The camps are beautifully located and fully equipped, well organized, and well superintended. Mr. and Mrs. Cobb also run the Denmark Inn, at the foot of the lake, and adjacent is Denmark Encampment for adults and girls over twenty. All the usual camp recreations are provided for.

Camp Accomac, on Peabody Pond, eight miles from Bridgton, and thirty-five miles from Portland, was established in 1911 by Miss Corinne B. Arnold, principal of one of Philadelphia's largest public schools and a writer and lecturer. The camp is patronized by the exclusive Jewish families of Philadelphia, New York, Pittsburgh, Baltimore, etc. It has been highly successful from the first.

Camp Wabunaki, on an island in Hancock Lake, near Hillside, has been conducted seven years by Miss Amy Dunlap, Registrar of Packer Collegiate Institute, Brooklyn, assisted by her mother, Mrs. Ammerman. Instruction is given in the regular athletic sports, nature study, archery, and handicrafts, and frequent mountain tramps are taken.

Tripp Lake Camp, Poland, maintained since 1910 by Miss C. Bettelheim of New York City, is a large and successful camp for Jewish girls.

Camp Songo, Naples, is a camp for Jewish girls, established in 1913, maintained by Mrs. Sophie R. H. Levy, and Mrs. Alice M. H. Heniger, writer, lecturer, and founder of the Children's Educational Theatre, New York City. Emphasis is given to athletic sports.

Highland Nature Camps, on Lake Sebago, South Naples, include

separate senior and junior divisions and are patronized by the wealthy Jewish families of the eastern states. Established in 1910 by Miss Estelle B. Davidsburg and Mrs. Eugene H. Lehman, the camp is excellently organized and administered. The girls come largely from New York City.

Sebago-Wohelo Camp, on Lake Sebago, South Casco, has been maintained since 1910 by Mrs. Charlotte V. Gulick, the wife of Dr. Luther H. Gulick, author and publicist. Dr. and Mrs. Gulick started Camp Gulick, on the Thames River, Conn., as a family camp, in 1888. The Camp Fire Girls of America originated at this camp, and to the furthering of this wholesome educational movement Mrs. Gulick gives her whole time and Dr. Gulick is president of the national association. Dr. Gulick's brother and his wife conduct Camp Aloha, and Mrs. Farnsworth, of Camp Hanoum, is connected with the same family. The watchword, "Wohelo," of the Camp Fire Girls is derived from the first letters of their slogans, work, health, and love. It is education that a girl gets at this camp,—education of personality and appreciation of nature. Incidentally she may learn something of primitive industries such as jewelry making, weaving, folk dances, as well as cooking, and become an initiate in all the lore and training known only to the Camp Fire Girls.

Camp Moy-Mo-Da-Yo, on Pequaket Lake, North Limington, is a camp maintained for the past ten years by Miss F. Helen Mayo and Miss Elizabeth M. Moody, both teachers in the Boston public schools. All the usual camp sports, land and water, together with esthetic and folk dancing, are offered. It admits girls of all ages.

NEW HAMPSHIRE

Chatham Woods Camp, on Upper Kimball Pond, South Chatham, near the Maine line, is under the personal direction of Katherine Lewis Bishop, a teacher of domestic science, Bridgeport, Conn., assisted by Mr. and Mrs. Charles K. Bishop. The usual camp sports including archery are provided for, and bird study is given attention.

Camp Serrana, on Lake Tarleton, Pike, was opened in 1916 by Miss Emma G. Sebring, principal of St. Agatha School, New York, and Mrs. Mary Gaylord Frick, instructor at St. Agatha.

Camp Tahoma on Lake Armington, near Pike, was opened in 1915 by Miss Anna W. Coale and her sister Miss Mary Arabella Coale. Both were for many years important factors in the life of Aloha, particularly the musical side. Among the advantages offered is that of hearing and taking part in good music.

Pine Knoll Camp, Pequaket P.O., on Iona Lake, at the foot of Chocorua Mountain, was established in 1914, in her own home, by Mrs. Frances Hodges White, a writer of children's stories. The councilors include graduates of leading women's colleges. Physical culture, archery, basketry, sewing, and folk dancing are featured.

Camp Larcom, Tamworth, opened in 1913 by Mr. and Mrs. S. G. Davidson, to supplement their Zufrieden for adults and nearby Camp Chocorua for boys, is a recreation camp for girls of any age, who may enter or leave at any time.

Camp Eagle Point, on Stinson Lake, Rumney, in the foothills of the White Mountains, established in 1905; is owned by a company

with Miss Virginia Spencer in immediate charge. The girls in the past ten years have come from twenty-one states. In addition to the usual camp sports, special instruction in music, art, and elocution is provided.

Camp Winnetaska, on Little Squam Lake, Ashland, was opened in 1914 by Dr. and Mrs. John B. May of Cohasset, Mass. Dr. May, a graduate of the Boston University Medical School, is a practicing physician, who has long been interested in ornithology and botany, and has previously been physician at Camp Algonquin and Sherwood Forest. Much is made of nature study in an informal way. The girls come from public and private schools of Boston, Pittsburgh, New York, and Philadelphia. The camp name signifies "The Place of Pleasant Laughter."

Winona Fields, Holderness, on a breezy hilltop overlooking Asquam Lake, is a camp for a small number of girls of all ages, maintained since 1906 by Elizabeth Mitchell Fessenden, Ph.B., Boston Univ., and Mary Ropes Lakeman, M.D., Boston Univ., a practicing physician, Salem, Mass. A council of the Camp Fire Girls is maintained.

Camp Pinelands, Center Harbor, a camp with a well established, fashionable patronage, under the management of Mrs. Adolpho Muñoz and Miss Maria L. Dalton, was opened in 1902 with the cooperation of Dr. C. Hanford Henderson. The spirit of the camp is earnest, and it aims to offer girls a free out-of-door life with special attention to physical training. Classes are carried on in out-of-door sketching, gardening, nature work, handicrafts, sewing, and cooking. The girls come from all over the East.

Camp Anawan, at the head of Lake Winnepesaukee, Meredith, opened in 1913, is conducted by Mrs. Nellie S. Winchester, Hood Practice School, Lawrence, Mass., Miss Abigail P. Hazelton, principal of the Durell School, Somerville, and Miss Alice B. Hazelton, Runkle School, Brookline. It is a recreation camp with the usual camp sports and features.

Camp Acadia, on Lake Winnepesaukee, has for nine seasons been maintained by Dr. and Mrs. J. Grant Quimby, Lakeport, N.H. Mrs. Quimby's personality makes the camp life happy and homelike. There is a council of Camp Fire Girls.

Camp Kuwiyau, East Alton, is conducted by Miss Elizabeth D. Embler, Alton, N.H., for a limited number of girls who are personally known to her.

Mrs. Hassan's Camp, Pasquaney Nature Club, seven miles from Bristol, on the shore of Newfound Lake, is one of the older camps, maintained for twelve seasons by Mrs. L. H. Hassan, whose motherly personality keeps the girls happy.

Camp Weetamoo, Lake Pleasant, New London, opened auspiciously in 1916 under the supervision of Miss Florence Griswold, who was largely responsible for the success of Aloha Club.

Camp Fairweather, Scobie Lake, Frankestown, was opened by Miss Matilda D. Fairweather in 1911 on an old farm. The old white-painted farmhouse with the surrounding apple trees and stone walls, and the typical New England outbuildings, are on an elevation. Below in a pine grove near the lake is the camp cottage.

The Outdoor Players, Peterboro, is a summer school for the dramatic arts, maintained by Marie Ware Laughton, who has a winter school in Boston. The chief purpose is practice and training in the production of out of doors plays, pageants, and pantomimes. It offers outdoor life and sports with systematic training in all the arts of expression.

Sargent Camps, on Half Moon Lake, Peterboro, are entirely separate and distinct from the Sargent Normal School, the students of which use these same camp facilities in June and September. The two camps—juniors, eight to thirteen years; seniors, fourteen to twenty-four—are based upon Dr. Sargent's well-known principles and practices for the physical education of girls and women. Two of the directors are physicians. The purpose of the camp is to give training under expert supervision to girls from twelve to twenty-four in all healthful activities that result in an all-round physical development. In addition to the usual camp sports and recreations, provision is made for a great variety of games, many of which were first introduced into this country by Dr. Sargent. Much attention is also given to social, esthetic, and folk dancing. Opportunity too is offered in musical and dramatic training and for tutoring if desired. See p. 597.

Camp Oahe, a "school of the woods," at Granite Lake near Munsonville, is an Indian camp for 'pale-face' girls opened in 1915 by "Ohiyesa," otherwise well known as Dr. Charles A. Eastman, and Mrs. Eastman of Amherst, Mass. Three daughters assist in offering the usual land and water sports, as well as practice in Indian games, sports, and dances, including archery, woodcraft and nature lore, trailing, signaling, fire and camp making, and handicrafts. An original pageant play is given at the close of the season. There is a wholesome atmosphere of outdoor and family life. The camp is the vision of an idealist made real, and Dr. Eastman has around him men and women well fitted to carry out his ideals.

Camp Wawonaissa, Lake Spofford, is a camp for young girls, whose patronage is largely from Roman Catholic families of the eastern states. Mrs. E. LeB. Crofton, house mother of the Newman School, Hackensack, N.J., is the director.

Camp Rosalind, Chesham, N.H., to be opened in 1917 by Mr. and Mrs. H. W. Rolfe, offers an unusual opportunity for an interesting summer. Mr. Rolfe has been professor of Latin in Swarthmore College, University of Pennsylvania, Chicago University and Stanford University. With their older daughter, who had three years of handicraft training at Chipping Campden, England, they are opening this camp for a younger daughter and other girls, reproducing Chipping Campden so far as may be possible. Dalcroze Eurythmics are to be taught, as well as metal work, woodcraft, and outdoor crafts. Miss Lucy Conant will be in charge of a Greek festival to be given in August. Chamber music with musicians in residence is a feature.

VERMONT

The Bluebird, East Berkshire, is a summer home and camp for children in its sixth season, supervised by Miss Mary P. Anderson, teacher of Nature Study at the Horace Mann School, Teachers

College, New York City. Girls under fifteen and boys under ten are given the real country life, working and playing on the farm.

Camp Winnahkee, Malletts Bay, Vt., opened in 1916 under the same management as Camp Champlain for Boys and under the direction of Mrs. William H. Brown. The main purpose is the physical upbuilding of girls. See p. 601.

Camp Wuttaunoh, Northfield, a recreation camp for school and college girls, was opened in 1914 by Professor Ethan Allen Shaw, Norwich Univ., assisted by his wife and others. All the usual outdoor recreations are available, with special attention to horsemanship.

Camp Farwell, eight miles from Wells River, on a beautiful mountain lake, is maintained by Miss Julia H. Farwell, A.B., Mt. Holyoke; A.M., Columbia, head teacher in Miss Mason's School for Girls, Tarrytown. Much is made of archery, and special attention is given to singing, arts and crafts, and cooking.

The Tela-Wauket Camps, Roxbury, since 1912 have been successfully conducted by Mr. and Mrs. C. A. Roys, and are excellent examples of a large recreation camp where girls are given a good time. The bungalows are attractively placed on the brink of a plateau. Excellent saddle horses are provided without extra charge and instruction in riding is given by a competent riding master.

The Aloha Camps include three separate establishments, the original Aloha, established in 1905 by Mr. and Mrs. Edward L. Gulick on Lake Morey, Fairlee; the Club for older girls, opened in 1910, fifteen miles distant on Lake Catherine, near Pike, N.H.; and the Hive, six miles from Fairlee, for younger girls, begun in 1915. Mr. Gulick, A.B., Dartmouth '83; A.M., Harvard '93, and Mrs. Harriet Farnsworth Gulick, A.B., Wellesley '87, were for ten years in charge of one of the cottages at Lawrenceville School. Mrs. Gulick has the remarkable faculty of selecting excellent councilors and assistants who have had great personal power with girls. Their former successful leaders have, however, recently left them to establish camps of their own. The chorus, orchestra, and choir have given Aloha a reputation as "a singing camp."

Hokomoko Camp, Lake Morey, Fairlee, was opened by Mr. and Mrs. David S. Conant in 1910. Mr. Conant, A.B., Dartmouth '91, is business manager, and Mrs. Conant, B.S., Wellesley '89, has charge of the camp life. All sports, handicrafts, horseback riding, and dancing are provided.

Wynona Camp, Lake Morey, Fairlee, is a stock company, and controlled by R. R. Cookman, a lumber dealer, of Fitchburg. All camp sports and activities are provided including horseback riding and handicrafts. This season it will be under the direction of Mrs. Theodore Pinkham.

Camp Quinibek, South Fairlee, is a large and successful vacation camp established in 1911. It is now maintained by three proprietors and directors, Frank L. Bryant, Erasmus Hall High School, Brooklyn, William W. Clendenin, Wadleigh High School, New York City, and Anna A. Dodge, N. Thetford, Vt. Horseback riding, and all the usual sports and handicrafts are offered.

Camp Hanoum, Thetford Hill, two miles from the Connecticut, has been conducted since 1908 by Prof. and Mrs. Charles H. Farns-

worth, Teachers College, Columbia Univ. It is on the old Farnsworth homestead, and the Turkish name, meaning "lady," was adopted because of an ancestral missionary to Turkey. There is a little pond a mile long, and canoeing on the river. Many of the councilors return from year to year and are specialists in various camp activities. Trips are made into the White and Green Mountains. Provision is made for juniors, from eight to fourteen, seniors, from fourteen to eighteen, and the College Club is for older girls. Craft activities, basketry, camp cookery, wood blocking, stenciling, modeling work, jewelry work, home cooking, and preserving are concentrated upon in successive weeks. There are the usual sports, including riding, and during the last week the inter-camp festivity and the Thetford pageant. See p. 603.

Camp Ken-Jocketee, one mile from South Strafford, is conducted by Mrs. James W. Tyson, Jr., a motherly personage, and Miss Emma F. Stringer, an energetic and enthusiastic young New Englander. Though some distance from river or lake there is a swimming pool. All the usual crafts, including pottery, and camp festivities, are arranged for, and horseback riding is made a feature.

Camp Avalon, Shaftsbury, Vt., is under the direction of Mr. and Mrs. Richard D. Currier. There are two departments—for little girls (under thirteen) and for older girls. The councilors are college men and women experienced in camp leadership.

MASSACHUSETTS

Rockledge Camp, Lanesville, Gloucester, Mass., was opened in 1915 by Mrs. Charles T. Baylis. Instruction in handcrafts and First Aid is given.

Camp Chequesset, Wellfleet Bay, near the tip of Cape Cod, is beautifully situated and admirably equipped and administered. It was established in 1914 by William G. Vinal, A.M., Harvard, instructor in nature study, R. I. Normal School, Providence, and Alice H. Belding, A.B., Vassar, physical director Randolph-Macon Women's College, Lynchburg, Va. They are assisted by specialists in all camp activities. Folk dancing, gardening, nature study, domestic science, crafts, photography, and wood lore are features.

Mrs. Norman White's Camp for Girls, Orleans, on Cape Cod, was for four seasons conducted by her as Camp Nauset, and is now a girls' camp exclusively, offering musical instruction and the usual camp land and water sports.

Quanset, S. Orleans, Cape Cod, now in its thirteenth season, is conducted by Mrs. E. A. W. Hammatt, Newton Center, Mass. In addition to the usual camp activities sailing, music, and weaving are taught. An original opera is given each summer.

Sea Pines Camp is situated on the seashore bluffs of the school property, about five minutes' walk from the school buildings. The hundred girls are in charge of Miss Faith Bickford, assisted by Sea Pines teachers as councilors.

Camp Nasketucket is on Nasketucket Island, Buzzards Bay, Cape Cod, which forms a part of the estate of Mr. and Mrs. P. C. Headley, Jr. The Camp is in the charge of Miss Winifred V. Blanchard and Mrs. Edwin Bronson Gosse. Besides the usual camp activities, lectures

in art, literature, and nature are provided, and instruction in music, dramatics, and rhythmic dancing.

CONNECTICUT

Sebowisha Camp, overlooking the Thames river, eight miles north of New London, has for six seasons been conducted by Miss Marion R. Smith, and Christine H. Smith, instructor of physical training, St. Agnes School, Albany. The camp is on a farm.

Menuncatuk, a seashore camp for girls, Guilford, is conducted by Mrs. Theodora Ames Hooker, A.M., High School, Saugus, Mass. She aims to give girls of high school or college age a happy healthful vacation at a moderate price. The camp opens in May for tired school girls. See p. 602.

Camp Mystic is a salt-water camp at Mystic, begun in 1916 by Miss Mary L. Jobe, A.M., F.R.G.S., an explorer and mountaineer of wide experience. Regularly organized and conducted tramping and camping expeditions afford an opportunity for learning camp-craft. Water athletics are under the direction of Elionsky, the world's long-distance champion, and his assistants. Basketry, stenciling, weaving, knitting, embroidery, and woodblock printing are all available. Instruction is given also in music, nature study, and sketching. See p. 602.

Redcroft, Tolland, Conn., is a small camp conducted by Mlle. Edmée Pretat. The camp is an old-fashioned house on the village green, with tents on the grounds. French, arts and crafts, and physical training are taught.

NEW YORK

Black Elephant Camp, Lake George, was established in 1910. The girls live in a two-story house on the edge of the lake, and lead a normal outdoor life. Miss Theoda F. Bush, of Dana Hall School, Wellesley, and Miss Kate B. Wallace of Radcliffe College create a simple home atmosphere.

Camp Setag, on Lake Pleasant in the Adirondacks, has been conducted since 1908 by Ada M. Gates, principal of the Day's Park School, Buffalo, N.Y. Among the features are nature study, riding, Camp Fire Girls, art, and French conversation.

Camp Arey, on Lake Keuka, is a continuation of the Natural Science Camp, established by Prof. Arey of Rochester, on Lake Canandaigua in 1890 as a boys' camp. From 1892 girls and boys were taken each for four weeks. It was consequently the first girls' camp. Since 1912 the camp has been under the management of Mrs. André C. Fontaine, daughter of Prof. Arey, and Mr. Fontaine, M.A., Columbia, of the Boys' High School, Brooklyn. The camp is well equipped and splendidly located.

Camp Sewanhaka, Mount Sinai, is a salt-water camp on the north shore of Long Island maintained for two seasons by Dr. and Mrs. Henry Stout Pettit. Dr. Pettit is director of Pine Bluff Camp for boys, and has been since 1892 physical director of Adelphi Academy, Brooklyn. There are senior, junior, and midjet lodges.

PENNSYLVANIA

Pine Tree Camp, at an elevation of two thousand feet, in the Pocono Mountains, was established in 1911 by Miss Blanche D.

Price. The camp council consists of experienced teachers and college-bred women. Domestic science, nature study, handicrafts, dancing, and tutoring are offered, and the lake and fields and mountains afford opportunity for all the usual outdoor sports, including horseback riding.

Camp Oneka on Lake Arthur, a mountain lake near Tafton, is conducted by Ernest W. Sipple of the Northeast High School, Philadelphia, and Mrs. Sipple. The directors had five years' camp experience at Camp Brumbaugh, run by the Philadelphia Playgrounds Association, Camp Mokoma and Orr's Island Camp in Maine, the last two of which are now absorbed in Oneka.

KENTUCKY

Trail's End Camp, on the Kentucky river, in the Blue Grass Country, thirteen miles from Lexington, Ky., on a large farm, was established in 1913 by Miss Mary De Witt Snyder, a graduate of the New Haven Normal School of Gymnastics, and director of physical training at Transylvania and Hamilton Colleges. Horseback riding, swimming, etc., and a trip to the mountains and to Mammoth Cave, are featured.

OHIO

Camp Wyndcroft, Kingsville, among the hills of northeastern Ohio, two miles from Lake Erie, is maintained by Mrs. Artemas B. Luce. Boating, swimming, riding, and work in all sorts of handicrafts occupy the time.

MICHIGAN

Camp Michigamme, Lake Michigamme, Mich., established in 1911, is successfully conducted by Mrs. Caroline S. Rowell, A.B. Mrs. Rowell is a Christian Scientist but her girls are of all faiths. She had previously had experience in teaching and as a councilor in other camps. The girls are drawn from the private schools of the Middle West.

Camp Kechuwa on Lake Michigamme, Michigamme, Mich., is now in its fourth season. It was established by Mrs. T. B. Root and Miss Helen Ross, who are the present owners and directors. They are assisted by councilors who are young college women. Besides all camp activities, tutoring is provided, and reading and conversation classes in French and German.

Pinewood Camp, Indian Point, Burt Lake, near Brutus, Mich., is a camp and tutoring school opened in 1916 by Miss Gertrude Tuttle, who previously rented Birchwood Camp, on Mullet Lake.

WISCONSIN

Sandstone Camp, Green Lake, Wis., overlooking the lake, has been conducted since 1912 by Miss Elva I. Holford; former preparatory principal at Grafton Hall, Fond du Lac, and Miss Esther G. Cochrane, A.B., Wis. '10, formerly of Oak Hall, St. Paul. The girls are offered the usual camp sports, nature study, and handicrafts. A winter camp is located at Crystal Springs, Fla.

COMPARATIVE TABLES

THE COMPARATIVE TABLES

In the Comparative Tables are included chiefly those schools whose numbers permit of some statistical treatment. The figures and statistics are given as supplied by the school and where spaces are left blank it is because information has been withheld or refused.

In the Fourth Edition, 1918, these Tables will be entirely recast in a new form with the purpose of more completely revealing comparatively the merits of the schools. It is hoped that it may be possible to show the average salary paid teachers, the expenditure per capita per diem for instruction, food and advertising.

Suggestions are invited as to how these Tables may be made more informingly significant.

COMPARATIVE TABLES

Something of the nature and purpose of these comparative tables has already been alluded to in the Editor's Foreword (page 19), but some further word of explanation is perhaps necessary to make the greatly condensed information readily comprehensible.

The arrangement under each classification is geographically by states, beginning with Maine and continuing South and West, the schools of each state being arranged alphabetically. The purpose has been to present the most significant facts about each school in tabulated form so that schools of a region and a class may readily be compared.

A blank tabular form with the request that it be filled in so far as possible was sent to each school, with notice that "a note accompanying this table will explain that where spaces are left blank, the school has failed to send the information requested." The greater number of schools responded promptly, often with a wealth of information, from which the relevant portions have been selected.

The information here tabulated is in general as supplied by the Head of the School, and where spaces are left blank, it is due to the failure of the school to furnish the information requested. In future editions it is hoped these tables may be made much more complete.

The explanatory headings at the top of each table, though necessarily abbreviated, will be easily understood. All the tables give the Name and Location of each school, and its Head with the proper title, Head Master, Principal, or President. Where such distinction or specification is necessary a further indication of the Classification (Class.) of the school is given in the second column, as: Boarding (Bdg.); Country Day (Co. D.); Tutoring (Tut.).

The Date of Establishment (Est.), and the maximum Tuition (Tui.), which in the case of boarding schools includes board, are given. In most of the tables there will be found also the number of the Faculty (Fac.); the Length of the Course (L. of C.); the Enrollment during the current year (Enr. '15-'16); the per cent of those who returned from the previous year (% ret.); the number of Alumni (Al.); and the number of organized Alumni Associations (Al. As.). In the last column are given such Special Features as the school emphasizes, or which seem most characteristic of the school.

In the Table of Boys' Schools an attempt has been made to show not only the number of boys entering college during the

decade 1900-10 (Ent. col. '00-'10), but also, what is perhaps more significant, the number of those who not only entered but completed their college course and took degrees (Tak. deg. '00-'10). In justice to the younger schools whose records do not extend so far back the adjacent column gives the number of boys entering college in the year 1916 (Ent. col. '16) and the number of boys taking degrees in 1916 (Tak. deg. '16).

In the Tables of both Girls' and Boys' Schools it seemed of some significance to attempt to give the educational and academic associations of which the principal was a member (Head Master; member of) and also the academic associations of which the school is a member (School; member of), or the colleges to which the school is accredited (School acr. to).

In the Table of Military Schools are given not only the Date of Establishment (Est.) but the Date of Establishment of the Military System (Mil. Est.), which is often much later. The Hours per week devoted to instruction in Military Theory (H. M. Theory) and the Hours per week to Military Drill are recorded where known. The classification of the school by the U. S. War Department on the basis of the efficiency of its military system has been given (Class. U. S. War Dept.). The War Department annually designates ten "Honor Schools" selected among those of the country for the highest efficiency of their military system. Similarly military institutions doing work of collegiate grade are given the title "Distinguished Institutions" (Dist. Inst.). Other schools whose military system is commendable are designated as in "Class M."

In the Tables of Special Schools it has seemed desirable to indicate wherever possible the form of Control (Contr.), whether the school was a private enterprise, incorporated under a board of trustees, or supported by an association. For some of the special schools the Entrance Requirements (Entr. Requirements) and Age Limits (Age L.) established by each school are given as well as the Section of the country from which the Patronage chiefly comes (Section of Patr.). In the Tables of Art and Music Schools are given both the total number of the Faculty (Fac.) and the number of the Faculty giving Full Time (Fac. F. T.). In the Tables of Kindergarten Training Schools the period of Probation (Probation) required before a student is accepted for final training is indicated.

In the Tables of Camps are given the dates of Opening and Closing (Opens, Closes), the Fee for the full season (Fee), and, where so accepted, for the Half Season ($\frac{1}{2}$ Sea.), and, where the distinction is made, the number separately of Instructors (Instr.) and Councilors (Coun.).

ABBREVIATIONS USED IN THE TABLES

- Acr. N. E. Colla.—Accredited to New England Colleges.
 Affil.—Affiliated.
 All Colla. Acc. Certs.—All colleges which accept certificates.
 Am. As. Adv. Sci.—American Association for the Advancement of Science.
 Am. Phil. As.—American Philological Association.
 Amer. Phys. Ed. As.—American Physical Education Association.
 Ap. Des.—Applied Design.
 As. Coll. Sch. So. St.—Association of Colleges and Secondary Schools of the Southern States.
 As. Math. Teach. Mid. St. & Md.—Association of Teachers of Mathematics in the Middle States and Maryland.
 As. Mid. St.—Association of Colleges and Preparatory Schools of the Middle States and Maryland.
 Cal. As. of T. of Eng.—California Association of Teachers of English.
 C. D. A. of A.—Camp Directors Association of America.
 Ck. Sch.—Cooking School.
 Class. As. of So. & Mid. St.—Classical Association of the Middle West and South.
 Cons.—Conservatory.
 Des.—Design.
 Do. Sc.—Domestic Science.
 Dra.—Dramatic.
 Ec.—Economics.
 Elo.—Eloquence.
 Harvard T. A.—Harvard Teachers' Association.
 Hd. Mast. As.—Head Masters' Association.
 Head Mistr. As.—Head Mistresses' Association of the East.
 Head Mistr. As. Mid. W.—Head Mistresses' Association of the Middle West.
 Ho. Sc.—Household Science.
 H. Sch. Educ.—High School Education.
 Ind. Art.—Industrial Art.
 Inl. Emp. T. A.—Inland Empire Teachers' Association.
 Kind. Tr.—Kindergarten Training.
 Man. Tr.—Manual Training.
 Math. As. Mid. S. & Md.—Mathematical Association of the Middle States and Maryland.
 Miss. Val. Hist. As.—Mississippi Valley Historical Association, Teachers' Section.
 Mt. Hol.—Mt. Holyoke.
 N. E. A.—National Education Association.
 Natl. Inst. Social Sciences.—National Institution of Social Sciences.
 N. E. As.—New England Association of Colleges and Secondary Schools.
 N. E. Mod. Lang. As.—New England Modern Language Association.
 Norm.—Normal.
 No. Cent. As.—North Central Association of Colleges and Preparatory Schools.
 O'ry—Oratory.
 Penn. Mus.—Pennsylvania Museum.
 Ph. Ed.—Physical Education.
 R. C.—Roman Catholic.
 Sch. Mast. As. of N.Y.—School Masters' Association of New York.
 Sch. Mast. Cl. of N.Y.—School Masters' Club of New York.
 S. Ed. A.—Southern Educational Association.
 Stanf.—Leland Stanford University.
 Tr. Sch.—Training School.
 Vas.—Vassar.
 Vocat.—Vocational.
 Welles.—Wellesley.

BOYS'

NEW ENGLAND

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fao. L. of C.	Enr. '16. % ret.
Abbott	Farmington, Me.	Bdg.	GEORGE D. CHURCH, A.M. Head Master	1844 \$300	7 4-6 yrs.	40
The Portland Day School	169 Danforth St., Portl., Me.	Co.D.	HAROLD D. OLIPHANT EUGENE B. GORDON	1915 \$300	4 (4) 8 yrs.	25
The Holderness School	Plymouth, N.H.	Bdg.	REV. L. WEBSTER, L.H.D. Rector	1879 \$500	6 5 yrs.	
Phillips Exeter Academy	Exeter, N.H.	Bdg.	LEWIS PERRY, A.B., M.A. Principal	1781 \$150	33 4 yrs.	572 50%
St. Paul's School	Concord, N.H.	Bdg.	REV. SAM'L S. DRURY, L.H.D. Head Master	1855 \$950	45 6 yrs.	
The Stearns School	Mt. Vernon, N.H.	Bdg.	ARTHUR F. STEARNS, A.B.	\$750	4 10 yrs.	
Vermont Academy	Saxtons River, Vt.	Bdg.		1878 \$450	10 6 yrs.	72 50%
Berkshire School	Sheffield, Mass.	Bdg.	SEAVER B. BUCK, A.B. Head Master	1907 \$1000	9 6 yrs.	65
The Browne and Nichols School	Cambridge, Mass.	Co.D.	G. H. BROWNE, A.M. Rev. W. REED, A.M.	1883 \$300	10 7 yrs.	130
Chauncy Hall School	553 Boylston St., Boston, Mass.	Day	FRANKLIN T. KURT, Ph.B. Principal	1828 \$260	5 4 yrs.	70
The Country Day School for Boys of Boston	Newton, Mass.	Co.D.	SHIRLEY K. KERNS, A.B. Head Master	1907 \$375	11 8 yrs.	160 85%
The Danforth School	Framingham, Mass.		JAMES C. FLAGG, A.B. Master	1910 \$800	7 12 yrs.	
The DeMeritte School	815 Boylston St., Boston, Mass.	Day	EDWIN DEMERITTE, A.B. Principal	1900	3	20 20%
Dummer Academy	South Byfield, Mass.	Bdg. Day	CHARLES S. INGHAM, Ph.D. Master	1763 \$600	9 8 yrs.	70 60%
The Fay School	Southborough, Mass.	Bdg.	WALDO B. FAY	1866 \$950	8 4 yrs.	80 65%
The Fessenden School	West Newton, Mass.	Bdg.	FRED. J. FESSENDEN, A.M. Head Master	1903 \$1000	14 6 yrs.	100 50%
Groton School	Groton, Mass.	Bdg.	REV. ENDICOTT PEABODY Head Master	1884 \$950	20 6 yrs.	166
Hallock School	Great Barrington, Mass.	Bdg.	GERARD HALLOCK, A.M. Head Master	1908 \$800	5 6 yrs.	
The Huntington School	Huntington Ave., Boston, Mass.	Day	W. A. FLINNER, A.M. Head Master	1909 \$250	25 4-7 yrs.	350

SCHOOLS

NEW ENGLAND

Al. Al. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
200 1	15	8	N. E. As.	For forty boys.
			N. E. As. of Teach. of Eng.	
				Diocesan School of N.H.
4500 6	520 450	100 90	Hd. Mast. As. N. E. As. Coll. and Sch.	Eminent alumni. Democratic Spirit.
3300				Episcopal Church School. Cosmopolitan.
				Prep. for Phillips Academy.
1000 5	100 80	14 12	N. E. As. of Teach. of Eng.	Temporarily closed.
92	61	14	Hd. Mast. As.	Remarkable, healthful location.
475 1			N.E. As., Hd. Mast. As., Harv. T.A., N.E.As. of Tea. of Eng.	Country Day School features.
2000				Prep. for Mass. Inst. of Tech.
43 1	33	12 23	N. E. A., Hd. Mast. As.	Afternoon supervision.
				For young boys.
150 1	50 42	6 2	N. E. As.	Individual attention.
600 1		6 5	N. E. As., Hd. Mast. As.	Personal work.
600				For young boys.
300				For young boys.
			N. E. As., Hd. Mast. As.	Episcopal Church School.
74 2		8 3		Thorough in instruction. Exceptionally healthful.
61 1		31	N. E. As.	Country Day Features.

Name	Class.	Head (with degrees)	Est.	Fac.	Enr.
Location		Title	Tul.	L. of C.	'16 % ret.
Lawrence Academy Groton, Mass.	Bdg.	ARTHUR J. CLOUGH, A.M.	1793 \$500	6 4 yrs.	40 60%
The Longwood Day School Brookline, Mass.	Day	ROBERT L. CUMMINGS, B.S., A.M. Principal	1913 \$300		80
Middlesex School Concord, Mass.	Bdg.	FREDERICK WINSOR, A.B. Head Master	1901 \$950	18 6 yrs.	123 80%
Mill Brook School Concord, Mass.	Bdg. Day	WILMOT R. JONES Head Master	1911 \$800	6	43
Milton Academy Milton, Mass.	Bdg. Day	FRANK E. LANE Head Master	1798 \$900	18 6 yrs.	166
The Mitchell Military Boys' School Billerica, Mass.	Bdg.	ALEX. H. MITCHELL, A.B. Principal	1870 \$800	8 6 yrs.	
Monson Academy Monson, Mass.	Bdg. Day	SETH G. HALEY Principal	1804 \$300	8 4 yrs.	
The Mount Hermon School Mt. Hermon, Mass.	Bdg.	HENRY F. CUTLER, A.M. Principal	1881	35 6 yrs.	817
Noble and Greenough School 100 Beacon St., Boston, Mass.	Day	GEO. W. C. NOBLE, A.M. Head Master	1860 \$325	11 8 yrs.	225
William W. Nolen Cambridge, Mass.	Tut.	WILLIAM W. NOLEN Principal	1884 \$2.50	64 per hr.	
Northside College Prep. School Williamstown, Mass.	Bdg.	E. H. BOTSFORD, A.M.	1900 \$600	6	12
Phillips Academy Andover, Mass.	Bdg.	ALFRED E. STEARNS, A.M., Litt.D. Principal	1778 \$150	40 4 yrs.	562 60%
The Powder Point Sch. for Boys Duxbury, Mass.	Bdg.	RALPH K. BEARCE, A.M. Head Master	1886 \$700	8 7 yrs.	62 60%
Red House Groton, Mass.	Bdg.	CARLETON A. SHAW, A.B.	1910 \$900	2 1-3 yrs.	
Mr. Rivers' Open-air School 81 Marion St., Brookline, Mass.	Day	ROBERT W. RIVERS, A.B. Principal	1915 \$500	3 11 yrs.	12 100%
Roxbury Latin School Roxbury, Mass.	Day	D. O. S. LOWELL, A.M., Litt.D. Head Master	1645 \$175	8 6 yrs.	150
St. John's Preparatory College Danvers, Mass.	Bdg. Day	BROTHER BENJAMIN, A.M. Principal	1907	22	390 70%
St. Mark's School Southborough, Mass.	Bdg.	WILLIAM G. THAYER, A.B., A.M., D.D.	1865	15 6 yrs.	140 80%
The Sedgwick School Great Barrington, Mass.	Bdg.	EDWARD J. VAN LENNEP Principal	1856 \$650		
The Stone School 488 Beacon St., Boston, Mass.	Day	C. W. STONE, A.B., A.M.	1879 \$250	5	47 45%
Edwin Bryant Treat's School Martha's Vineyard, Mass.	Bdg.	EDWIN B. TREAT			
The University School 899 Boylston St., Boston, Mass.	Day	REST F. CURTIS, A.B. E. C. WEBSTER, A.B., B.D.	1910 \$200	2 4 yrs.	7 42%

A1. A1. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
700		7 7		Individual attention.
				For young boys. Prep. for Bdg. Schools.
220 2	120 100	18 16	N. E. As., Hd. Mast. As.	Prep. for Harvard and other colleges. Non-sectarian.
				Small school for boys. Prep. for college.
		20 18		College Preparatory.
				Sub-Preparatory. Exceptional equipment.
				In an old New England village.
				Moderate tuition. Boys do manual work.
				Harvard Preparatory.
		150		Tutoring for Harvard College.
100	45 15	5 2		A tutoring school. Personal attention.
8000 15	1305 647	168 92	N. E. As., Hd. Mast. As.	Eminent alumni.
280		4 2	N. E. As.	Location on seashore.
				For young boys only.
				Efficiency through health.
			Am. Phil. As., Hd. Mast. As., N. E. As., Harvard T. A.	Oldest endowed secondary school in the United States.
120 2	89 42	28 16	N. E. Coll. All Cath. Coll.	New England's leading Catholic Preparatory School.
900 4	250 225	22	N. E. As., Hd. Mast. As.	Episcopal Church School.
				Home School. Outdoor life. Individual instruction.
700 1	250	32		Tutoring. Athletics.
				Summer at Marthas Vineyard. Winter at Helenwood, Tenn.
100	1 1	2 1	N. E. As.	Small classes. Individual attention.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. % ret.
Wilbraham Academy	Wilbraham, Mass.	Bdg.	GAYLORD W. DOUGLASS Head Master	1817 \$700	8 4 yrs.	65 50%
Williston Seminary	Easthampton, Mass.	Bdg.	JOSEPH H. SAWYER, L.H.D. Principal	1841 \$100	13 4 yrs.	178
Worcester Academy	Worcester, Mass.	Bdg.	D. W. ABERCROMBIE, LL.D. Principal	1834	19 4 yrs.	
Cloyne House School	Newport, R.I.	Bdg.	O. W. HUNTINGTON, A.B. Principal	1896 \$1000	5 5 yrs.	30 90%
La Salle Academy	Providence, R.I.	Day	Rev. BROTHER AUGUSTUS Principal	1871	14 4 yrs.	345 91%
The Morris Heights School	Providence, R.I.	Day	J. S. FRENCH, A.B., Ph.D. Principal		10 12 yrs.	90
St. George's School	Middletown, R.I.	Bdg.		1896 \$900	16 6 yrs.	128
The Booth Prep. and Tutoring School.	New Haven, Conn.	Day	GEORGE A. BOOTH Principal			
Brunswick School	Greenwich, Conn.	Day	G. E. CARMICHAEL, A.B. Head Master	1902 \$350	6 3-6 yrs.	114 75%
Canterbury School	New Milford, Conn.	Bdg.	NELSON HUME	1915 \$1000	5	
The Cheshire School	Cheshire, Conn.	Bdg.	PAUL KLIMPKE Head Master	1794		
The Choate School	Wallingford, Conn.	Bdg.	GEO. C. ST. JOHN, A.B. Head Master	1896 \$950	16 6 yrs.	145 75%
Connecticut Literary Institute	Suffield, Conn.	Bdg.	HOBART G. TRUESDELL Principal	1833		
The Curtis School	Brookfield-Center, Conn.	Bdg.	F. S. CURTIS, Ph.B. Principal	1875 \$700	5 5 yrs.	25 65%
The Gunnery School	Washington, Conn.	Bdg.	J. C. BRINSMADE, A.B. Head Master	1850 \$800	8	60 70%
Hamden Hall	Whitneyville, Conn.	Co.D.	JOHN P. CUSHING, A.B., Ph.D.	1912	6	30
The Hargrove	New Haven, Conn.	Bdg.	PINCKNEY H. HARGROVE			
The Harström School	Norwalk, Conn.		CARL A. HARSTRÖM, A.M., Ph.D.	1893 \$1000	8 3 yrs.	24 40%
Hopkins Grammar School	Yale Sta., New Haven, Conn.	Bdg. Day	GEO. B. LOVELL, Ph.D. Rector	1660 \$150	6 4 yrs.	64 40%
The Hotchkiss School	Lakeville, Conn.	Bdg.	HUBER G. BUEHLER, A.B., Litt.D.	1891 \$900	24 4 yrs.	259 75%
Kent School	Kent, Conn.	Bdg.	FREDERICK H. SILL, A.B. Head Master	1906 \$350	10 5 yrs.	132 82%
The King School	Stamford, Conn.	Bdg. Day	R. E. REARICK, A.B., M.S. Head Master	1876 \$150	7 11 yrs.	81 78%

Al. Al. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
3000 6				College Preparatory.
7				Five buildings. Scientific and Preparatory Department.
				Class. and Scient. Courses. The Megaron (club and trophy r'm).
200 1	50 40	6 5		Boys have & build boats. Outdoor wint. camp on sch. gr'ds.
850		35		R. C. School.
				Physical training a feature.
				Wonderful location facing sea.
				Tutoring for Yale.
34 1	9 4	6 1	Sch. Mast. As. of N.Y.	Unusually efficient equipment.
				R. C. Beautiful location.
				Prominent alumni.
222 5	50 45	20 10	Hd. Mast. As. Nat'l. Inst. Social Sciences.	In a quiet New England village.
				College Preparatory and Business Courses.
				Duties and work outside of school.
900	59	3 5	Hd. Mast. As.	
			Hd. Mast. As.	Modern equipment.
				Tutoring for Yale.
327	275 120	16 12	Am. Phil. As., Sch. Mast. As. of N.Y.	Tutoring for Yale.
1586	138 14	10 8	Hd. Mast. As., N. E. A.	Preparatory for Yale.
			N. E. As., Hd. Mast. As.	Beautiful location.
102 1	17	16 12		Simple life. Self-reliance.
400 5	73 116	5 6		Small classes. Athletic field of 10 acres.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. % ret.
Kingswood School	Conn. 274 Farmington Ave., Hartford,	Day	GEO. R. H. NICHOLSON, A.M. Head Master	1916 \$450	3	31
The Loomis Institute	Windsor, Conn.	Bdg. Day	N. H. BATCHELDER, A.M. Head Master	1914 \$400	11 4 yrs.	74 90%
Pomfret School	Pomfret, Conn.	Bdg.	Rev. WM. BEACH OLMSTED, L.H.D. Head Master	1894 \$900	11 6 yrs.	130
The Ridge School	Washington, Conn.	Bdg. Day	Mrs. W. C. BRINSMADE	1894 \$750	3	12
Ridgefield School	Ridgefield, Conn.	Bdg.	ROLAND G. MULFORD, A.B., Ph.D. Head Master	1907 \$850	7 6 yrs.	42 60%
The Rosenbaum Tutoring School	New Haven, Conn.					
Roxbury Tutoring School	New Haven, Conn.		J. W. LOWRANCE Director	1910		
Rumsey Hall	Cornwall, Conn.	Bdg.	L. H. SCHUTTE, A.B., A.M. Head Master			
Salisbury School	Salisbury, Conn.	Bdg.	Rev. GEO. E. QUAILE, M.A.	1901 \$1000	7 5 yrs.	60 60%
The Sanford School	Redding Ridge, Conn.	Bdg.	DANIEL S. SANFORD Head Master			
The Taft School	Watertown, Conn.	Bdg.	HORACE D. TAFT, M.A. Head Master	1890 \$1000	18 5 yrs.	190 73%
The Thorpe School	Stamford, Conn.	Bdg.	EDWARD O. THORPE, A.B., A.M. Director	1913 \$1000	3 4 yrs.	30
University School	Bridgeport, Conn.	Day	VINCENT C. PECK, A.B. Head Master	1892 \$150	4 4 yrs.	50 70%
The University School	New Haven, Conn.	Bdg.	GEORGE L. FOX, A.M. Principal	1901 \$500		
Westminster School	Simsbury, Conn.	Bdg.	W. L. CUSHING, A.B., A.M.	1888	10 6 yrs.	68 75%

MIDDLE STATES AND MARYLAND

The Adirondack-Florida School	Bdg.	L. H. SOMERS, A.B. Head Master	1903 \$1600	6 5 yrs.	27 70%
The Albany Academy	Day	HENRY P. WARREN, L.H.D. Principal	1813	9 7 yrs.	217 86%
Allen-Stevenson School for Boys	Day	FRANCIS B. ALLEN, A.B. R. A. STEVENSON, A.B.	1884	16 10 yrs.	163 84%
The Barnard School	Day	WM. L. HAZEN, A.B., LL.B. Head Master	1886		
Bedford School	Bdg.	R. S. CONOVER Head Master	1906		
Berkeley-Irving School	Day	LOUIS D. RAY, A.B., A.M., Ph.D. Head Master	1880 \$400	12 11 yrs.	120 70%

Al.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
Al. As.				
				Preparation for boarding school or college.
	11		N. E. As. of Teach. of Eng., Hd. Mast. As.	Agriculture, Business, College Prep. Courses. 100-acre farm.
				Episcopal Church School.
				For young boys from 5 to 7 years. Home care. Healthful c'try.
68 1	24	6 5	N. E. As., Hd. Mast. As.	800 feet above the sea. 115 acres. Lake a mile long.
				Tutoring for Yale.
				Tutoring for Yale.
				For young boys only.
42 1	16 10	8 3	N. E. As., Hd. Mast. As.	Episcopal Church School.
				A school on a farm.
		35 35	N. E. As., Hd. Mast. As.	New buildings. Thorough in- struction.
34		10 10		Specialized individual attention for each boy in a real home.
150 1		5 4		
	200	25	Hd. Mast. As., N. E. As.	Small classes. Tutoring.
350 3	76 70	8 6		Preparatory for Yale.

MIDDLE STATES AND MARYLAND

100	22	3	Hd. Mast. As.	Winter at Cocoanut Grove, Fla.
	120 104	10 9	Hd. Mast. As.	All-round training.
	6-8 yrly.		Sch. Mast. As. N.Y.	Special attention to physical de- velopment.
				Country Day features.
				For young boys.
1	200	8	Sch. Mast. As. of N.Y.	All-day care of day students. From Primary to College.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. '16 % ret.
Berkshire Industrial Farm School	Canaan, N.Y.	Bdg.	EDMUND B. HILLIARD, A.B.	1886		
Bovee School	4 E. 49th St., N.Y. City	Day	KATE BOVEE	1890		
The Brown School of Tutoring	241 W. 75th St., N.Y. City	Day	F. L. BROWN, S.B. Head Master	1910	16 4 yrs.	44
The Browning School	W. 55th St., N.Y. City	Day	JOHN A. BROWNING, A.B., A.M.	1887		
The Buckley School for Boys	696 Madison Ave., N.Y. City	Day	B. LORD BUCKLEY, A.B. Head Master	1913 \$400	7 8 yrs.	30 90%
The Carpenter School	310-312 W. End Ave., N.Y. City	Day	H. M. CARPENTER Head Master	1900		
Cascadilla School	Ithaca, N.Y.	Bdg.	W. D. FUNKHOUSER, A.M. Principal	1870	9 4 yrs.	80 50%
Christ Church School	Kingston-on-Hudson, N.Y.	Bdg.	Rev. J. MORRIS COERE Rector	1900 \$600	3 12 yrs.	15 75%
Collegiate School	241 W. 77th St., N.Y. City	Day	ARTHUR F. WARREN Head Master	1638	19 11 yrs.	190 75%
Columbia Grammar School	93d St. & Cent. Pk. W., N.Y. City	Day	B. H. CAMPBELL, A.M.	1764	17 10 yrs.	103 80%
The Cutler School	49 E. 61st St., N.Y. City	Day	A. H. CUTLER, A.B., Ph.D.	1876 \$500	11 12 yrs.	100 75%
The Flatbush School	Newkirk Ave., Brooklyn, N.Y.	Day	DWIGHT R. LITTLE, A.M., Pd.M. Principal	1914	10 14 yrs.	100 80%
Franklin School	18 W. 89th St., N.Y. City	Day	Dr. OTTO KOENIG Principal	1872	16 10 yrs.	153
The Hackley School	Tarrytown, N.Y.	Bdg.	WALTER B. GAGE, A.B. Head Master	1899 \$1000	15 5 yrs.	125 80%
Hamilton Institute for Boys	599 W. End Ave., N.Y. City	Day	N. A. SHAW, Jr., A.B., M.A. Principal	1892	10	85
Heathcote School	Harrison, N.Y.	Bdg.	ARTHUR D. AYRAULT, A.B.	1901		
The Holbrook School	Ossining, N.Y.	Bdg.	DWIGHT HOLBROOK	1866		80
Hoosac School	Hoosick, N.Y.	Bdg.	Rev. EDWARD B. TIBBITS	1903		50
Horace Mann School	W. 246th St., N.Y. City	Day	VIRGIL PRETTYMAN, A.B., A.M., Ph.D. Principal	1887 \$300	23 6 yrs.	250
Kelvin School	331 W. 70th St., N.Y. City	Day	G. A. L. DIONNE, A.M. Head Master	1904		30
Kirmayer School	34 E. 60th St., N.Y. City		F. H. KIRMAYER, S.B.	1907 \$600	7 10 yrs.	42 70%
The Kohut School for Boys	Riverdale-on-Hudson, N.Y.	Bdg. Co.D.	H. J. KUGEL, A.B. HENRY FRIEDRICH	1908		40 90%

A1. A1. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
				For delinquent boys.
				For young boys.
	98	15	Sch. Mast. As. of N.Y.	A tutoring school. Individual work.
				High-class tutoring school.
	200		Sch. Mast. As. of N.Y.	Small classes. Culture of the small boy.
				Individual attention. Manual training.
				Preparation for Cornell.
				English educational system. Special attention to little boys.
1	110	11	Sch. Mast. As. of N.Y., Hd. Mast. As., As. Mid. St.	Oldest private school in United States. High scholarship.
1200 1	180	22	Sch. Mast. As. of N.Y.	Preparation for College and Regents' Courses.
800 1	170	12	Sch. Mast. As. of N.Y., Hd. Mast. As.	Eminent alumni.
				Kindergarten to College.
600 1	120	12	Hd. Mast. As., Sch. Mast. As. of N.Y.	Complete courses from Primary to College.
200	110	12	Hd. Mast. As., Sch. Mast. As. of N.Y.	Beautiful situation. Lower sch. a half mile distant.
200	80 60	12 5	Sch. Mast. As. of N.Y.	College preparation and athletics emphasized.
				For young boys.
				Overlooks forty miles of the Hudson.
				Episcopal Church School.
700 1	350	40	Hd. Mast. As., As. Mid. St.	Country Day School. 15-acre playground.
				Individual attention.
50	4	1 2		Individual attention.
				For boys of Jewish families.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. % ret.
Kyle School	Irvington-on-Hudson, N.Y.	Bdg.	Dr. PAUL KYLE	1890		
The Lake Placid School	Mirror Lake, Lake Placid, N.Y.	Bdg.	JOHN M. HOPKINS, A.B.	1905	8	40
La Salle Academy	44 E. 2d St., N.Y. City		Rev. BROTHER ARNOLD Principal	1848		
Lawrence Smith School	111 E. 60th St., N.Y. City	Day	C. LAWRENCE SMITH, A.B., A.M. Principal	1914 \$600	4 6 yrs.	12 83%
Loyola School	Park Ave., N.Y. City	Day	Rev. J. HAVENS RICHARDS Principal	1900	11 8 yrs.	
Mackenzie School	Monroe, Orange County, N.Y.	Bdg.	Rev. J. C. MACKENZIE, A.B., Ph.D. Director	1901	6 6 yrs.	40
Marquand School	55 Hanson Pl., Brooklyn, N.Y.	Day	CLARENCE W. STOWELL, Ph.D.	1907 \$150	12 6 yrs.	
Massee Country School	Beaumontville, N.Y.	Bdg. Day	W.W. MASSEE, A.M., Ph.D. Head Master	1907 \$800	10 12 yrs.	75 80%
McBurney School	318 W. 34th St., N.Y. City	Day	LEWIS P. DAMON, A.B., A.M. Head Master	\$200		
The Mountain School	Allaben, N.Y.	Bdg.	E. G. BROWN, A.B., M.D. Director	1908	5 8 yrs.	32 50%
New York Preparatory School	72 Park Ave., N.Y. City	Day	EMIL E. CAMERER, M.A., LL.B. Principal	1888 \$125	15	350 50%
Brooklyn Branch N.Y. Prep. Sch.	44 Jefferson Ave., N.Y. City	Day	EMIL E. CAMERER, M.A., LL.B. Principal	1888 \$125	15	300 50%
Dwight School	72 Park Ave., N.Y. City	Day	EMIL E. CAMERER, M.A., LL.B. Principal	1880 \$150	10-15	105 20%
Nichols School	[N.Y. Amherst & Colvin Sts., Buffalo,	Co.D.		1892 \$300	11 6 yrs.	132 60%
Pawling School	Pawling, N.Y.	Bdg.	F. L. GAMAGE, A.B., D.C.L. Head Master	1907 \$875	11 5 yrs.	142 80%
The Pinneo School	801 Madison Ave., N.Y. City	Day	ALFRED W. PINNEO	1914		20
Polytechnic Preparatory School	99 Livingston St., Brooklyn, N.Y.	Day	F. R. LANE, A.M., M.D. Head Master	1889	9 yrs.	500
Prospect Heights School	51 7th Ave., Brooklyn, N.Y.	Day	WM. K. LANE, A.B. Principal	1899	6 11 yrs.	65 80%
The Raymond Riordon School	Highland, Ulster County, N.Y.	Bdg.	RAYMOND RIORDON President	1914 \$800	7 7 yrs.	35 85%
Repton School	Tarrytown, N.Y.	Bdg.	O. C. ROACH	1906 \$600	5 8 yrs.	45 75%
Riverdale Country School	Riverdale-on-Hudson, N.Y.	Co.D. Bdg.	FRANK S. HACKETT, A.B. Head Master	1907 \$850	10 9 yrs.	90 70%
St. Ann's Academy	153 E. 76th St., N.Y. City	Bdg. Day	BROTHER DACIANUS Director	1892 \$75	20 4 yrs.	340 68%

A1. A1. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
				Military Drill a feature.
				Winter at Cocoanut Grove, Fla.
				R. C. School.
			Sch. Mast. As. of N.Y.	Only men teachers. Tennis. Individual instruction.
				R. C. School. Small classes.
500 4	200	13	Hd. Mast. As.	Summer quarter. Personal care. Intensive teaching.
				Maintained by the Y. M. C. A.
100 1	100	6	Sch. Mast. As. of N.Y., N.E.A.	Small classes. Summer session. Especially strong teachers.
				Prepares for college and scientific school.
		2	Sch. Mast. As. of N.Y., N.E.A. Amer. Phys. Educ. As.	Open-air living.
12,300	600	100		Rapid but thorough work. Preparatory for Regents and College. All under the same control.
5200	375	75		
1100	200	50		
		23 5	Hd. Mast. As., Co. D. Schools.	Country Day features. Small classes.
200 6	45 36	22 12	Hd. Mast. As.	Excellent equipment. Strong faculty.
			Sch. Mast. As. of N.Y.	Preparatory.
				Preparatory Department of Polytechnic Institute.
	10 5	0		College preparation. Supervised outdoor sports.
				Out-of-door program daily. Individual attention.
				For young boys.
55 1	12 1	5 6	Sch. Mast. As. of N.Y. (Sec.)	Country life near New York. Scholarly intimate teaching.
120 1	36 24	19 5		R. C. School.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. % ret.
St. Bernard's Prep. School	4 E. 98th St., N.Y. City	Day	FRANCIS TABOR JOHN C. JENKINS			
St. George's School	59 E. 64th St., N.Y. City	Day	HERBERT L. PICKE, A.M. Head Master	1907 \$400	5	25 40%
St. Paul's School	Garden City, N.Y.	Bdg. Day	WALTER R. MARSH, A.B. Head Master	\$750	10 6 yrs.	135 85%
Somes School	Aurora, N.Y.	Bdg.	ALBERT SOMES, A.B.			
The Stone School	Cornwall-on-Hudson, N.Y.	Bdg.	ALVAN E. DUERR, A.B. Head Master	1867 \$800	10 9 yrs.	70 72%
The Sturgis School	Ithaca, N.Y.	Bdg. Day	CONY STURGIS, A.B.	1908		
Trinity School	139 W. 91st St., N.Y. City	Day	Rev. LAWRENCE T. COLE, Ph.D., D.D.	1709 \$225	20 4 yrs.	305 75%
Woodland School for Boys	Phoenicia, N.Y.	Bdg.	ERWIN SPINK, A.B. Head Master	1912 \$700	4 8 yrs.	18 75%
Blair Academy	Blairtown, N.J.	Bdg. Day	JOHN C. SHARPE, A.M., D.D., LL.D. Head Master	1848 \$600	17 5 yrs.	230 86%
Carlton Academy	Summit, N.J.	Bdg.	Rev. JAMES F. NEWCOMB Head Master	1907		
Carteret Academy	Orange, N.J.	Day	C. A. MEAD, A.B.	1901	10 10 yrs.	145
Kingsley School	Essex Fells, N.J.	Bdg. Day	J. R. CAMPBELL, M.A.	1900		
The Lawrenceville School	Lawrenceville, N.J.		Rev. S. J. MACPHERSON Head Master	1884	20	400
Montclair Academy	Montclair, N.J.	Bdg. Day	J. G. MACVICAR, A.M. Head Master	1887		217
Morris Academy	Morristown, N.J.	Day	HARRY W. LANDFEAR Principal	1791	6 yrs.	50
Morristown School	Morristown, N.J.	Bdg. Day	F. C. WOODMAN, A.B. Head Master	1898 \$900	10 8 yrs.	75 77%
Newark Academy	Newark, N.J.	Day	W. FARRAND, A.B., A.M. Head Master	1792	19 7 yrs.	265
Newman School	Hackensack, N.J.	Bdg.	Rev. S. W. FAY C. E. DELBOS	1900		60
The Peddie Institute	Hightstown, N.J.	Bdg.	R. W. SWETLAND, A.M., LL.B. Head Master	1866 \$550	23 4 yrs.	350 60%
The Pennington School	Pennington, N.J.	Bdg. Day	FRANK MACDANIEL, D.D. Head Master			
Pine Lodge	Lakewood, N.J.		FRANK L. OLMSTED Principal	1904		10
Pingry School	Elizabeth, N.J.	Day	DAVID MAGIE, Jr. Head Master	1861	12	100

No.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
				Afternoon recreation and study.
			Sch. Mast. As. of N.Y.	Conversational French, German, Spanish.
1	225	14	Hd. Mast. As., Sch. Mast. As. of N.Y., As. Mid. St.	Diocesan School of Long Island. Lecture Course.
				For young boys.
1	53 47	13 6	Sch. Mast. As. of N.Y., Hd. Mast. As.	For young boys. Fine and healthful location.
		15		Episcopal Church School.
			As. Math. Teach. Mid. St. & Md.	In Catskills, 1500 feet elevation. Home life. 315 acres.
1		17 24	Hd. Mast. As.	Under Presbyterian influence. 100-acre campus.
				R. C. School. Home care.
			Sch. Mast. As.	High and healthful location. Small classes.
	10			Athletics and gymnastics emphasized.
				Intensely American atmosphere.
			Hd. Mast. As. of N.Y.	Country School. Athletic field. Swimming pool.
1	67	10	Sch. Mast. As. of N.Y.	Fine gymnasium. Separate lower school.
	230	30	Sch. Mast. As. of N.Y., Hd. Mast. As.	
				Pupils largely from Catholic families. Strong faculty.
4	127 102	44 15	Hd. Mast. As., As. Mid. St.	Fine athletic equipment. System of personal supervision.
				Literary, athletic, musical organizations.
				Broad training and simple life.
		9		Small classes.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. % ret.
Princeton Preparatory School	Princeton, N.J.	Bdg.	JOHN B. FINE, A.B. Head Master	1876		60
The Princeton Summer School	Princeton, N.J.	Bdg.	C. R. MOREY, A.M. Principal	1891	8 10 wks.	90
Rutgers Preparatory School	New Brunswick, N.J.	Bdg. Day	WM. P. KELLY, A.M. Head Master	1786 \$525	7 + (3) 6 yrs.	120 58%
Stevens School	Hoboken, N.J.	Day	FRANK L. SEVENOAK, A.M.	1870		300
Summit Academy	Summit, N.J.	Bdg. Day	JAMES HEARD, A.M. Principal	1885 \$700	3 10 yrs.	
The Wardlaw School	Plainfield, N.J.		CHARLES D. WARDLAW, A.B. Principal	1882	12	75
The Acad. of the Prot. Epis. Ch.	Philadelphia, Pa.	Day	Rev. PHILIP J. STEINMETZ, Jr., A.B., S.T.B. Head Master	1785 \$250	24 10 yrs.	325
Allentown Preparatory School	Allentown, Pa.	Bdg. Day	W. H. REESE	1904 \$325	8 6 yrs.	130 60%
Bellefonte Academy	Bellefonte, Pa.	Bdg. Day	JAMES R. HUGHES, A.M. Head Master	1805		
Bethlehem Preparatory School	Bethlehem, Pa.	Bdg.	J. M. TUGGEY, M.A. Head Master	1878 \$500	10 4 yrs.	160 60%
Brown Prep. School	Broad & Cherry Sts., Phila., Pa.	Day	ALONZO BROWN GEORGE J. BROWN	1877 \$210	10 4 yrs.	250
Central Prep. School	1421 Arch St., Philadelphia, Pa.	Day	Y. M. C. A.			
Chestnut Hill Academy	Chestnut Hill, Pa.	Bdg. Day	J. L. PATTERSON Head Master	1861		200
Conway Hall	Carlisle, Pa.	Bdg. Day	W. A. HUTCHINSON, Ped.D. Head Master	1783		
Franklin and Marshall Academy	Lancaster, Pa.	Bdg. Day	T. G. HELM, A.B., A.M. E. M. HARTMAN, A.B., A.M.	1787 \$400	12 4 yrs.	190 76%
George H. Thurston School	Pittsburgh, Pa.	Day	CHARLES W. WILDER, A.M. Head Master	1908 \$250	8 8 yrs.	30 53%
Germantown Academy	Germantown, Pa.	Day	SAMUEL E. OSBOURN, A.B., B.S., M.A.	1760	14 11 yrs.	
Harrisburg Academy	Harrisburg, Pa.	Bdg. Co.D.	ARTHUR E. BROWN Head Master	1784	12 4 yrs.	170 60%
The Haverford School	Haverford, Pa.	Bdg. Co.D.	EDWIN M. WILSON, A.B., A.M. Head Master	1884 \$850	20 10 yrs.	300 80%
The Hill School	Pottstown, Pa.	Bdg.	DWIGHT R. MEIGS Head Master	1851 \$1200	43 6 yrs.	360 75%
Hillman Academy	Wilkes-Barre, Pa.		FREDERICK H. SOMERVILLE, B.S. Principal	1878 \$105	8-8 5 yrs.	90 80%
Kiskiminetas Springs School	Saltzburg, Pa.	Bdg. Day	A. W. WILSON, Jr.	1890		200

Al.	Ent. col. '00-'10	Ent. col. '16	Head Master; member of	Special Features
Al. As.	Tak. deg. '00-'10	Tak. deg. '16	School; member of	
				Preparatory for Princeton.
1500	300	50		Tutoring school.
600	120 81	13 7	Sch. Mast. As. of N.Y., N.E.A., As. Mid. St.	Country location. New campus. College preparatory.
				Academic Department of Stevens Institute.
				Home care and refinements.
				Country day features.
				Episcopal Church School.
250 1		24	As. Mid. St., N.E.A.	Entirely new equipment. Coun- try location.
1400 1	450 360	50 45	As. Mid. St.	Summer Session.
				College and Business Preparation.
				College Preparatory and Extension Courses. Elementary.
				Country Day features. Episco- pal.
880 1	300 275	43 35	As. Mid. St.	Entered boys to 13 colleges last year. Attractive sch. house.
16 1		4	Upper Ohio Valley As.	Supervised student activity. Fac- ulty management.
				Well-equipped buildings.
560				On banks of Susquehanna River.
400 3	210 200	26 29		Proximity to Haverford College.
1900 5	600 598	70 60	Hd. Mast. As., As. Mid. St.	Unusual success of boys in col- lege. Prominent alumni.
				Beautiful grounds.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. '16 % ret.
Maier Preparatory School 827 Witherspoon Bldg., Phila., Pa.		Day	J. F. MAHER, LL.B., M.S.	1903		
The Mercersburg Academy Mercersburg, Pa.		Bdg.	WM. MANN IRVINE, LL.D. Head Master	1836 \$530	41	444 50%
Montgomery School Wynnewood, Pa.		Bdg. Day	REV. GIBSON BELL, A.B. Principal	1915	4	30
Nazareth Hall Nazareth, Pa.		Bdg.	Rev. F. E. GRUNERT Head Master	1759		
St. Luke's School Wayne, Pa.		Bdg.	CHARLES H. STEOUT, A.M. Head Master	1863		100
Shady Side Academy Ellsworth Ave., Pittsburgh, Pa.		Day	LUTHER B. ADAMS, A.B. Principal	1883 \$250	15 12 yrs.	189 65%
The Spiers Junior School Devon, Pa.		Bdg. Day	MARK H. C. SPIERS, B.S. Head Master	1914	6 yrs.	
Swarthmore Preparatory School Swarthmore, Pa.		Bdg. Day	A. H. TOMLINSON, B.S. Head Master	1892 \$600	15 12 yrs.	155 60%
The William Penn Charter Sch. Philadelphia, Pa.		Day	RICHARD M. JONES, LL.D. Head Master	1689 \$250	19 9 yrs.	350 75%
Yeates School Lancaster, Pa.		Bdg.	J. H. SCHWACKE Head Master	1857	6 6 yrs.	50 90%
The Army and Navy Prep. Sch. 4105 Conn. Ave., Wash., D.C.		Bdg. Day	E. SWAVELY	1901		70
Emerson Institute 1740 P St., N.W., Wash., D.C.		Day	WINSLOW H. RANDOLPH	1852		120
Georgetown Preparatory School 37th & O Sts., N.W., Wash., D.C.		Bdg. Day	A. J. DONLON, D.D.	1789 \$150	21	127
St. Albans Washington, D.C.		Bdg. Day	WM. H. CHURCH Head Master	1904	12	100
Calvert School 2 W. Chase St., Baltimore, Md.		Day	V. M. HILLYER, A.B. Head Master	1897		
The Gilman Country School Roland Park, Md.		Co.D.	FRANK W. PINE, A.M. Head Master	1897 \$850	18 10 yrs.	201 85%
Mount St. Joseph's College Frederick Ave., Baltimore, Md.		Bdg. Day	XAVERIAN BROTHERS	1876		150
Mt. Vernon Collegiate Institute 210 W. Madison St., Balt., Md.		Day	Dr. W. REDE, A.M., D.D.	1884 \$150	7 5 yrs.	57 25%
St. James School St. James P.O., Wash. Co., Md.		Bdg.	A. H. ONDERDONK, A.B. Head Master	1842 \$550	6 6 yrs.	45 75%
The Tome School Port Deposit, Md.		Bdg.	THOMAS S. BAKER, Ph.D. Director	1889 \$700		
The University School for Boys 1901 N. Charles St., Balt., Md.		Bdg. Day	W. S. MARSTON Head Master	1880		125
Washington College Chestertown, Md.		Bdg. Day	JAMES W. CAIN, A.M., LL.D.	1782	10	126

A1. A1. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
			As. Mid. St.	Preparatory for Univ. of Penn.
4000			Hd. Mast. As., As. Mid. St.	Democratic. Modification of Princeton preceptorial system.
				Country Day. 10 bdg. pupils.
				Under Moravian control. Military discipline since Civil War.
				Situated in the open country.
562 1		16 20	Upper Ohio As. of Sec. Sch.	In residence section. Athletic field.
				Early educational training.
250 1	135	10		Proximity to Swarthmore College.
3500	420 350	38- 30		Historical associations.
				Episcopal Church School. Over 100 acres of field and stream.
				Prep. for U. S. Naval and Military Academies.
				Night classes.
1726	89 62	9 11	As. Mid. St.	R. C. School.
				Prepares for college, West Point, and Annapolis.
				For young boys and girls. Home Instruction Department.
121		21	Hd. Mast. As., As. Mid. St.	The first Country Day School. Open-air classes.
				R. C. High School Work.
600	115 91	14 7		Essentially a tutoring school.
1	50	4 5	Hd. Mast. As.	Home life.
				Magnificent equipment.
524				
			As. Coll. Sch. Mid. St.	Preparatory Dept.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. '16 % ret.
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SOUTHERN STATES

The Chamberlayne School Richmond, Va.	Co.D.	C. G. CHAMBERLAYNE, A.B., Ph.D. Head Master	1911 \$225	7 12 yrs.	90 92%
Chatham Training School Chatham, Va.		T. RYLAND SANFORD President	\$225		112
Cluster Springs Academy Cluster Springs, Va.	Bdg.	HAMPDEN WILSON Principal	1865	5 6 yrs.	60
The Danville School Danville, Va.	Bdg.	WM. HOLMES DAVIS, A.B. Head Master	1908 \$400	6 4 yrs.	95 66%
The Episcopal High School Alexandria, Va.	Bdg.	A. R. HOXTON, A.B. Principal	1839 \$400	12 6 yrs.	170 64%
The Massanutten Academy Woodstock, Va.	Bdg.	H. J. BENCHOFF, A.B., A.M. Head Master	1900 \$250	10	100 75%
McGuire's University School Richmond, Va.	Day	JOHN P. MCGUIRE Principal	1865		200
Randolph-Macon Academy Bedford, Va.	Bdg.	E. SUMTER SMITH Principal	1890 \$250	9 5 yrs.	199 42%
Randolph-Macon Academy Front Royal, Va.	Bdg.	C. L. MELTON Principal	1892 \$250	10	160
Richmond Academy Richmond, Va.	Day	W. L. PRINCE Dean	1902		150
Stuyvesant School Warrenton, Va.	Bdg.	EDWIN B. KING, A.M. Head Master	1912 \$800	5	38 90%
Woodberry Forest School Woodberry Forest, Va.	Bdg.	J. CARTER WALKER, A.M. Head Master	1889 \$524	10 5 yrs.	107 65%
The Asheville School Asheville, N.C.	Bdg.	N. M. ANDERSON, B.S. C. A. MITCHELL, A.B.	1900 \$900	12 6 yrs.	110 90%
Blue Ridge School for Boys Hendersonville, N.C.	Bdg.	J. R. SANDIFER, A.B. Head Master	1914 \$430	6 8 yrs.	43 73%
The Collegiate Institute Mount Pleasant, N.C.	Bdg.	G. F. McALLISTER Principal	1854		100
The Fleet School Highland Lake, Flat Rock, N.C.		J. SEDDON FLEET Principal	1914 \$600		27
Mariensfeld Open-air School for Boys Samarcand, N.C.	Bdg.	DR. C. H. HENDERSON	1914 \$750	8 8 yrs.	28
Oak Ridge Institute Oak Ridge, N.C.		EARL HOLT T.E. WHITAKER, Head Master	1852 \$275	9 4 yrs.	200
Pinehurst School Pinehurst, N.C.	Day	ERIC PARSON Principal	1915		
Trinity Park School Durham, N.C.	Bdg.	F. S. ALDRIDGE	1898		160
The University School Charleston, S.C.	Bdg. Day	EDWARD F. MAYBERRY Principal	1882 \$125	10 yrs.	

Al.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
Al. As.				

SOUTHERN STATES

20			As. Hd. Mast. of Co. D. Sch.	Individual attention. College entrance. Honor system.
	10	15	As. Coll. Sch. So. St.	Every boy—Every lesson—Every day.
22		4 2	As. Coll. Sch. So. St.	Preparatory work emphasized.
			As. Coll. Sch. So. St.	Diocesan School of Virginia and West Virginia.
169	72	8	As. Coll. Sch. So. St.	English, Classical, Scientific, Musical.
			As. Coll. Sch. So. St.	Old-time day "Fitting School."
2027		56 38	As. Coll. Sch. So. St., Hd. Mast. As.	Preparatory for Randolph-Macon College.
			As. Coll. Sch. So. St.	Preparatory for Randolph-Macon College.
				Largely preparatory for Richmond College.
20		1		Individual attention. Church School. Open-air life.
500 2			As. Coll. Sch. So. St., Hd. Mast. As.	Honor system administered by students.
300			As. Coll. Sch. So. St.	On 700-acre estate. Splendid climate. Modern equipment.
				Individual attention. Thorough preparation for college.
				Maintained by Evangelical Lutheran Church.
				Boy Scout movement used as basis of discipline and recreation.
		2	Am. As. Adv. Sci.	Educational experience of Dr. Henderson. Individ. attention.
				Open-air classes. College preparation.
				Preparatory Department of Trinity College.
				College Preparatory.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. '16 % ret.
Wofford College Fitting School	Spartanburg, S.C.	Bdg.	F. P. WYCHE Head Master	1887 \$103		200
Academy of Richmond County	Augusta, Ga.	Day	GEO. P. BUTLER Principal	1783	5 yrs.	
Peacock School	Atlanta, Ga.	Day	D. C. PEACOCK J. H. PEACOCK	1898 \$125	6 8 yrs.	100
Snyder Outdoor School	307 Monroe Bldg., Chicago, Ill.	Bdg.	CLARENCE E. SNYDER, A.B. Principal	1913 \$900	6	25
Louisville Training School	Beechmont, Ky.		W. H. PRITCHETT, A.M. Head Master	1889	9 yrs.	50
Vanderbilt Training School	Elkton, Ky.	Bdg.	W. P. MATHENEY, A.B. W. O. BATTS, A.B.	1892 \$110	4 5 yrs.	92 60%
The Baylor School	Chattanooga, Tenn.	Bdg. Day	J. R. BAYLOR, A.B. Principal			
Castle Heights School	Lebanon, Tenn.	Bdg.	L. L. RICE, Ph.D. Head Master	1902 \$400	10 4 yrs.	220
The Fitzgerald and Clarke School	Tullahoma, Tenn.	Bdg. Day	W. S. FITZGERALD, A.B. W. L. CLARKE, A.B.	1904 \$125	4 4 yrs.	90 55%
Grandview Normal Institute	Grandview, Tenn.	Bdg.	P. S. AULT Principal	1884		150
The Massey School	Pulaski, Tenn.	Bdg.	FELIX M. MASSEY Head Master	1903	4 yrs.	61%
The McCallie School	Chattanooga, Tenn.	Bdg. Day	S. J. & J. P. MCCALLIE Head Masters	1905 \$400	10 7 yrs.	131
The McTyeire School	McKenzie, Tenn.	Bdg. Day	JAMES A. ROBINS, A.B. Principal		4 yrs.	65
Montgomery Bell Academy	Nashville, Tenn.	Bdg. Co.D.	ISAAC BALL, A.M. Head Master	1867	6 yrs.	90
Peoples-Tucker School	Springfield, Tenn.	Bdg.	J. A. PEOPLES, LL.B.	1908	4 4 yrs.	75 50%
The University School	Memphis, Tenn.	Day	E. S. WERTS J. W. S. RHEA	1893	8 yrs.	130
The University School	West End Ave., Nashville, Tenn.	Day	C. B. WALLACE Principal	1886		100
The Webb School	Bell Buckle, Tenn.	Bdg.	W. R., W. R. WEBB, Jr.	1870	4 yrs.	250
Chamberlain-Hunt Academy	Port Gibson, Miss.	Bdg.	C. T. THOMSON President	1879 \$200	6 4 yrs.	110 50%
Rugby Academy	New Orleans, La.	Bdg. Day	W. E. WALLS Principal	1894		110
Austin Academy	Austin, Tex.	Day	WILLIAM S. RIX Principal	1895		50
The Terrill School	Dallas, Tex.	Bdg. Day	MENTER B. TERRILL, A.M.	1906 \$600	9	240

Al. Al. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
			As. Coll. Sch. So. St.	Largely preparatory for Wofford College.
			As. Coll. Sch. So. St.	Military Drill.
			As. Coll. Sch. So. St.	Small classes. Individual attention.
				Outdoor life the year round.
				Military Drill required.
		8	As. Coll. Sch. So. St.	
				New buildings. Athletic field. College Preparatory.
300	200 100	18 5		Military Drill.
100	40 18	12 4	As. Coll. Sch. So. St.	Prep. for So. Univs. and Naval Acads. Location, 1100 feet.
				Low tuition. Boarders work 5 hours per day.
150		15	As. Coll. Sch. So. St.; Hd. Mast. As. of So.	
400 1			As. Coll. Sch. So. St.	Coll.-trained faculty. Beautiful situation on Missionary Ridge.
				Under Board of Curators.
				Beautiful situation.
15 1	1	2	As. Coll. Sch. So. St.	Limited number. Personal attention.
				Thorough college preparation.
		15	Hd. Mast. As., As. Coll. Sch. So. St.	College Preparatory. Large and prominent body of alumni.
		10	As. Coll. Sch. So. St.	Self-help Department.
				Military Drill required.
				Preparatory for Univ. of Texas.
105				L. C.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. '16 % ret.
NORTH CENTRAL STATES						
Columbus Academy Columbus, Ohio	Co.D.	F. P. R. VAN SYCKEL, A.B. Head Master	1911 \$275	7 8 yrs.	75 73%	
Doane Academy Granville, Ohio		H. R. HUNDLEY, A.B., A.M. Principal	\$90	10 4 yrs.	150 50%	
Franklin School 2833 May St., Cinn., Ohio	Day	G. S. SYKES, A.B.	1880	12 yrs.	100	
St. Mary's College Dayton, Ohio	Bdg.	Rev. B. P. O'REILLY, D.D.	1850 \$60	11 8 yrs.	469 60%	
University School Hough & 71st St., Cleve., Ohio	Bdg. Day	HARRY A. PETERS, A.B. Principal	1890 \$650	25 12 yrs.	285 85%	
Brooks School Indianapolis, Ind.	Bdg. Day	WENDELL S. BROOKS, A.B. Principal	1914 \$300	6	56 73%	
Howe School Howe, Ind.	Bdg.	JOHN H. MCKENZIE, D.D., L.H.D. Rector	1884 \$600	20 6 yrs.	210 65%	
Interlaken School Rolling Prairie, Ind.	Bdg.	Dr. EDWARD A. RUMELY President	1907 \$600		100	
The University of Notre Dame Notre Dame, Ind.	Bdg.	Rev. JOHN CAVANAUGH	1842 \$400		1050	
Detroit University School 16 Elmwood Ave., Det., Mich.	Day	DANIEL H. FLETCHER Principal	1899 \$300	14 12 yrs.	130 70%	
Chicago Latin School 18 E. Division St., Chicago, Ill.	Day	R. P. BATES Head Master	1888			
Bradley Polytechnic Institute Peoria, Ill.	Bdg. Day	THEODORE C. BURGESS Director	1897		1100	
Dakota-for-Boys Dakota, Ill.	Bdg.	W. H. WYLER	1913		50	
The Harvard School for Boys Drexel Boulevard, Chicago, Ill.	Day	JOHN J. SCHOBINGER Principal	1867	12 yrs.	150	
Lake Forest Academy Lake Forest, Ill.	Bdg. Day	JOHN WAYNE RICHARDS Head Master	1857 \$725	13 4 yrs.	115 60%	
Northwestern College Academy Naperville, Ill.	Bdg.	C. J. ATTIG, A.B. Principal	1906 \$50	6 4 yrs.	83 57%	
St. Albans School Knoxville, Ill.	Bdg.	LUCIEN F. SENNETT, A.M. Head Master	1890	6 yrs.	60	
Thomas Arnold University School Dearborn Ave., Chicago, Ill.	Day	HARRY N. RUSSELL Head Master	1912 \$300	7 9 yrs.	50 60%	
Todd Seminary Woodstock, Ill.	Bdg.	NOBLE HILL, Ph.B. Principal	1848 \$700	10 10 yrs.	75 66%	
The Galahad School Hudson, Wis.	Bdg.	T. W. MCQUARRIE	1905	4 yrs.		
Keewatin Academy Waukesha, Wis.	Bdg.	JAMES H. KENDRIGAN	1908			

Al. Al. As.	Ent. col. '00-'10 Tak. deg. '00-'10	Ent. col. '16 Tak. deg. '16	Head Master; member of School; member of	Special Features
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NORTH CENTRAL STATES

2		4 4	Hd. Mast. As. Co. D. Sch.	School surrounded by parks. Col- lege Preparatory.
750	25	25 15	No. Cent. As.	
				Preparatory for Harvard and Yale largely.
3300	390 280	26 20	Cath. Educ. As.	College of Engineering (1910). R.C.
620 3	200 175	28 33	No. Cent. As., Hd. Mast. As.	College Preparatory. Manual training, physical training.
				College Preparatory. Organized play.
392 6	131 80	26 9	No. Cent. As., Conf. of Mast. in Church Schools.	Preparatory for eastern colleges largely.
			No. Cent. As.	School plant built by boys. On 700-acre farm.
			No. Cent. As.	Large R. C. School. St. Ed- ward's Hall for Gram. Grades.
350 1		14	No. Cent. As., N. E. A.	Physical training. College Pre- paratory.
				Thorough college preparation.
				Horological Department.
				All-the-year-round open-air school for young boys.
				College Preparatory.
2000 2	150	15	No. Cent. As.	College Preparatory. Three house dormitories.
210 1	121 60	10 7	No. Cent. As., Miss. Val. Hist. As.	Excellent library and laboratory facilities.
				Episcopal.
4		1 2		Three sessions—Play, Recita- tions, Study.
			No. Cent. As.	For young boys.
				Manual and industrial training.
				Winter at St. Augustine, Fla. Tutoring school.

Name Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. '16 % ret.
The Blake School Minneapolis, Minn.	Co.D.	CHARLES B. NEWTON Head Master	1907 \$275		166
St. Paul Academy St. Paul, Minn.	Co.D.	JOHN DE Q. BRIGGS, A.B. Head Master	1900 \$400	8	84 90%
The Country Day School Kansas City, Mo.	Co.D.	RALPH I. UNDERHILL Head Master	1910 \$400	8 8 yrs.	80 75%
David Ranken, Jr., Sch. of Mech. Trades St. Louis, Mo.	Day	LEWIS GUSTAFSON Superintendent	1909	2 yrs.	800

PACIFIC COAST STATES.

De Koven School South Tacoma, Wash.	Bdg. Day	DE LOS S. PULFORD, A.M. J. R. EDEN, A.B.	1891 \$500	4 yrs.	40
Houston School for Boys Spokane, Wash.	Bdg. Day	E. F. STRONG Principal			50
Belmont School Belmont, Cal.	Bdg.	W. T. REID, A.M. Head Master	1885 \$900	11 8 yrs.	72 59%
Boy Land Santa Barbara, Cal.	Bdg. Co.D.	PRINCE HOPKINS, A.M., Ph.B. Head Master	1913 \$1000	4 12 yrs.	12 75%
Claremont School Claremont, Cal.	Bdg.	W. E. GARRISON, A.B., Ph.D. Head Master	1913 \$550	4 6 yrs.	23
The Deane School Santa Barbara, Cal.	Bdg.	JOHN H. DEANE, Jr. Principal	1911 \$900	7 6 yrs.	40
The Hicks School Santa Barbara, Cal.	Day	R. M. HEGGIE, A.M. Principal	1903 \$225	4 10 yrs.	25 72%
Manzanita Hall Palo Alto, Cal.	Bdg. Day	W. A. SHEDD Head Master	1893		60
Montezuma Mountain Ranch School Los Gatos, Cal.	Bdg.	E. A. ROGERS, A.B. Principal	1911 \$300	10 4 yrs.	50 60%
The Potter School 1827 Pacific Ave., San Fran., Cal.	Day	GEORGE S. POTTER, A.B. Head Master	1912 \$300	12	140
Santa Barbara School Carpinteria, Cal.	Bdg.	CURTIS W. CATE, A.M. Head Master	1910	6 yrs.	20
Thacher School for Boys Nordhoff, Cal.		SHERMAN D. THACHER Head Master	1889 \$1000	12	50
Trinity School 846 Stanyon St., San Fran., Cal.	Day	LEON H. ROGER Principal	1876		
The University School California St., San Fran., Cal.	Bdg. Day	WALTER C. NOLAN, B.S. Head Master	1867 \$280	6	45

Al.	Ent. col. '00-'10	Ent. col. '16	Head Master; member of	Special Features
Al. As.	Tak. deg. '00-'10	Tak. deg. '16	School; member of	
				Strong faculty.
	100		Hd. Mast. As. Co. D. Sch.	College Preparatory. Concentrated Country Day Sch. work.
6		6	Hd. Mast. As. Co. D. Sch.	New buildings. 22 acres.
		6		For men and boys over 14.

PACIFIC COAST STATES

				Lower School.
				Small classes. Athletics emphasized.
156	12		Hd. Mast. As. All Colls. Acc. Certa.	College Preparatory. Military Drill.
			Pac. Co. Hd. Mast. As.	Agriculture, miniature engineering huge world map.
				Outdoor life. Attractive location.
				Prepares for College Preparatory schools. For young boys.
				Open-air school. Small classes.
				College Preparatory.
11	3	5		Student self-government. Summer session.
7	7	5		Country Day features.
3		2		
300				Situation. Outdoor life. Strong faculty.
				Episcopal. Largely preparatory to Univ. of Cal.
			Accr. Leading Universities.	Primary, Intermediate, College Preparatory. Open-air play.

Name

BOY SCHOOLS

Name	Location	Term	Head with address	
			Title	
The Riske School	Minneapolis, Minn.	Co.D.	CHARLES E. NEWTON	Head Master
St. Paul Academy	St. Paul, Minn.	Co.D.	JOHN DE Q. BENSON, A.B.	Head Master
The Country Day School	Kansas City, Mo.	Co.D.	RALPH I. VANDERBILT	Head Master
David Ranken, Jr., Sch. of Mech. Trades	St. Louis, Mo.	Day	LEWIS GENTLEMAN	Superintendent

PACIFIC COAST STATES

De Koven School	South Tacoma, Wash.	Bdg. Day	DE LOS S. PULFORD, A.M.	Principal	1888
Houston School for Boys	Spokane, Wash.	Bdg. Day	J. R. EDEN, A.B.	Principal	\$290
Belmont School	Belmont, Cal.	Bdg.	E. F. STRONG	Principal	1913
Stuy Land	Santa Barbara, Cal.	Bdg. Co. D.	W. T. REID, A.M.	Head Master	\$100
Claremont School	Claremont, Cal.	Bdg.	PRINCE PH.B. HOPKINS, A.M.	Head Master	1913
The Deane School	Santa Barbara, Cal.	Bdg.	W. E. GARRISON, A.B., Ph.D.	Head Master	\$550
The Hicks School	Santa Barbara, Cal.	Day	JOHN H. DEANE, Jr.	Principal	1911
Matthiessen Hall	Palo Alto, Cal.	Bdg. Day	R. M. HOGGIE, A.M.	Principal	\$900
Matthiessen School	Matthiessen Ranch, Los Gatos, Cal.	Bdg.	W. A. SHERA	Head Master	1903
The Potter School	240 Pacific Ave., San Francisco, Cal.	Day	E. A. ROGERS, A.B.	Principal	1893
South Barbara School	Carpenter, Cal.	Bdg.	GEORGE S. PORTER, A.B.	Head Master	1911
Thacher School for Boys	Northridge, Cal.	Bdg.	CURTIS W. CASE, A.M.	Head Master	\$300
Thacher School	540 Broadway St., San Francisco, Cal.	Day	SWENSON D. THACHER	Head Master	1910
The University School	California St., San Francisco, Cal.	Bdg. Day	LEON H. RAGAN	Principal	1886
			WILLIAM C. VOLNEY, B.S.	Head Master	1907

L. As.	Ent. col.	Ent.	H.
	'00-'10	co. '11	
	Tak. deg.	Tak.	
	'00-'10	deg. '16	
	100		
6		6	

156	12	
11	3	
7	7	
3		
300		

rep.

Fine

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Prepara-

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lege.

Courses.

SOUTHERN STATES

campus.

Personal attention.

Life.

or detailed.

MILITARY

MIDDLE STATES AND MARYLAND

Name Location	Head (with degrees and military qualifications) Title	Contr. Mil. Est.	Est. Tui.	Fac. L. of C.	H. M. Theory Drill
Norwich University Northfield, Vt.	Col. IRA L. REEVES, C.E. President		1819 \$200	20	6 hrs.
De Veaux School Niagara Falls, N.Y.	Rev. W. S. BARROWS Head Master	Trus.	1857 \$500	5 4 yrs.	
The Manlius Schools Manlius, N.Y.	Gen. WM. VERBECK President		1869 \$700	19 6 yrs.	
Mohegan Lake School [N.Y. Mohegan Lake, Westchester Co.	A. E. LINDER, A.M. C. H. SMITH, A.M.		1880 \$650	8 4 yrs.	
Mt. Pleasant Academy Ossining, N.Y.	C. F. BRUSIE, A.B., A.M. Principal	Trus.	1814 \$650	5 yrs.	
New York Military Academy Cornwall-on-Hudson, N.Y.	Col. S. C. JONES, C.E. Superintendent	Inc.	1889 \$600	25 4 yrs.	2 hrs. 5 hrs.
The Peekskill Military Academy Peekskill, N.Y.	J. C. BUCHER, A.M. C. A. ROBINSON, Ph.D.	Trus.	1833 \$700	12 4 yrs.	4 hrs.
Silver Lake Mil. & Naval Sch. Perry, N.Y.	JAMES E. DUNN Superintendent	Priv.	1848 \$530	5	
Bordentown Military Institute Bordentown, N.J.	Rev. T. H. LANDON, A.M., D.D. Principal		1885 \$650	15	
Newton Academy Newton, N.J.	P. S. WILSON, A.M. Principal	Priv.	1852 \$550	5	
Wenonah Military Academy Wenonah, N.J.	Dr. C. H. LORENCE President	Trus.	1904 \$600	11	
Pennsylvania Military College Chester, Pa.	Col. C. E. HYATT President	Trus. 1858	1821 \$700	4 yrs.	
Charlotte Hall School [Md. Charlotte Hall, St. Mary's Co.		Trus. 1850	1796 \$180	5	4½ hrs.

SOUTHERN STATES

Augusta Military Academy Fort Defiance, Va.	T. J. & C. S. ROLLER, Jr. Principals		\$340	8	
Blackstone Military Academy Blackstone, Va.	E. S. LIGON, A.M. President	Priv.	1912 \$300	7 4 yrs.	
Fishburne Military Academy Waynesboro, Va.	Maj. M. H. HUDGINS Principal		1881 \$360	6	
The Shenandoah Valley Academy Winchester, Va.	B. M. ROSZEL, A.B., Ph.D. Principal	Trus.	1895 \$380	5	
Staunton Military Academy Staunton, Va.	Col. W. G. KABLE, Ph.D. Principal		1867 \$360	18 5 yrs.	

SCHOOLS

MIDDLE STATES AND MARYLAND

Enr. '16 % ret.	No. Coll.	Class. U. S. War Dept. School acr. to	Special Features and Equipment
164		Distinguished M. C. since 1904.	Only exclusively cavalry school in U.S. C.E., E.E., Chem. and Gen. Courses.
57			Beautiful situation on Niagara Gorge. Endowed.
		Honor Sch., 1904-14	Cavalry Branch. Two schools: Prep. and Young Boys.
			Small classes.
			Junior Department.
284 71%	12-25	Honor Sch., 1914-15 All Colla. Acc. Certs.	Cavalry, Infantry, and Band. Fine Athletic Field and Gymnasium.
170 75%	15	All Colla. Acc. Certs.	Two schools: Prep. and Young Boys. Complete athletic and physical equip.
61			Naval instruction. College Preparatory. Splendid location.
			Strong faculty.
40			Equestrian Department.
			U. S. Army Officer detailed.
			Prep. Dept. fits for College.
84 94%			Business and Classical Courses.

SOUTHERN STATES

125			125 acres with large campus.
75			Home features. Personal attention. Commercial Department.
85			Military and Home Life.
385			U. S. Army Officer detailed.

MILITARY SCHOOLS

Name	Location	Head (with degrees and military qualifications) Title	Contr. Mil. Est.	Est. Tui.	Fac. L. of C.	H. M. Theory Drill
Virginia Military Institute	Lexington, Va.	Gen. E. W. NICHOLS Superintendent	State 1839	1835	25	
Greenbrier Presbyterial Military Sch.	Lewisburg, W. Va.	Col. H. B. MOORE, A. M. Principal		1902 \$300	8 7 yrs.	
Linsly Institute	Wheeling, W. Va.		Trus. 1876	1814 \$500	5	
The Bingham School	Asheville, N. C.	Col. R. BINGHAM Superintendent	1882	1793		
The Bingham Sch. at Mebane	Mebane, N. C.	Col. P. L. GRAY President		1897		
Horner Military School	Charlotte, N. C.	J. C. HORNER Principal		1851		
The Citadel	Charleston, S. C.	Col. O. J. BOND Superintendent		1842		
Porter Military Academy	Charleston, S. C.	Rev. WALTER MITCHELL, D. D. Rector	Trus. 1890	1867 \$300	15 4 yrs.	1 hr. 4 hrs.
Georgia Military Academy	College Park, Ga.	Col. J. C. WOODWARD President		1900 \$360		
Georgia Military College	Milledgeville, Ga.	Col. O. R. HORTON President		1879		
Gordon Institute	Barnesville, Ga.	E. T. HOLMES President	1890	1852		
Riverside Military Academy	Gainesville, Ga.	SANDY BEAVER President	Priv.	1908 \$370	10	6 hrs. 12 hrs.
Florida Military Academy	Jacksonville, Fla.	Maj. G. M. THOMAS, A. M. Principal	Priv. 1908	\$375	7 8 yrs.	
The University Military School	Mobile, Ala.	J. T. WRIGHT Principal	Priv. 1893	1893 \$180	6 5 yrs.	2 hrs. 4 hrs.
Kentucky Military Institute	Lyndon, Ky.	Col. C. W. FOWLER, M. A., C. E., Superintendent	Inc. 1845	1845 \$500	13 6-7 yrs.	4 hrs. 5 hrs.
The Columbia Military Acad.	Columbia, Tenn.	Col. OTEY C. HULVEY Superintendent		1905		
Sewanee Military Academy	Sewanee, Tenn.	Col. D. G. CRAVENS Superintendent	Epis.	1868 \$500	6 12 yrs.	5 hrs.
Tennessee Military Institute	Sweetwater, Tenn.			1902 \$350		
Gulf Coast Military Academy	Gulport, Miss.	Col. J. C. HARDY Col. R. B. McGEHEE		1912		
Jefferson Military College	Washington, Miss.	Col. R. A. BURTON Superintendent	Trus. 1829	1802 \$261	8 4 yrs.	1 hr. 5 hrs.
The Peacock Military College	San Antonio, Tex.	WESLEY PEACOCK		1894		
Texas Military College	Terrell, Tex.	Dr. L. C. PERRY President	Priv. Inc.	1915 \$450	8 6 yrs.	1 hr.

Enr. '16 % ret.	No. Coll.	Class. U. S. War Dept. School acr. to	Special Features and Equipment
391		Dist. Inst., 1904-15	Organized like West Point. U. S. Army Officer detailed.
			Religious instruction and influence.
85			Summer camp. Upper and Lower Schools.
130			U. S. Army Officer detailed. Oldest Boys' School in the South.
			Summer session.
240		Dist. Inst., 1906-15	Modeled on West Point.
200 66%	12	Cert. to all Coll.	Small classes, individual attention. Outdoor sports all the year round.
160			U. S. Army Officer detailed.
540			U. S. Army Officer detailed. Coeducational.
260			Coeducational.
167 65%	13	Class "M"	Summer Naval School on lake. U. S. Army Officer detailed.
97		Class "M" Leading Coll. West Point.	New building and equipment. Small classes. U. S. Army Officer detailed.
125 80%	7-15		A small school. Does substantial prep. work. Day school.
		Honor Sch., 1914-15	Winter months at Military Park, Fla. Outdoor sports emphasized.
100			Equipment. Separate dormitory for young boys.
86 82%		Class "M"	Cumberland Mts. 2000 ft. elevation. Equipment.
			U. S. Army Officer detailed.
130			Much out-of-door work and sleep.
112 75%	10	Southern Univs.	Eminent graduates. Location, equipment.
100			U. S. Army Officer detailed.
			Daily horseback riding. Summer Camp. Athletic features.

Name	Location	Head (with degrees and military qualifications) Title	Contr. Mil. Est.	Est. Tui.	Fac. L. of C.	H. M. Theory Drill
West Texas Military Academy	San Antonio, Tex.	J. F. HOWARD, A.B. Principal				

NORTH CENTRAL STATES

Ohio Military Institute	College Hill, Cinn., Ohio	Col. A. M. HENSHAW		1890		
Culver Military Academy	Culver, Ind.	Col. L. GIGNILLIAT Superintendent		1894		
Morgan Park Academy	Morgan Park, Ill.	H. D. ABELLS Principal	Trus.	1892		
Western Military Academy	Alton, Ill.	Col. A. M. JACKSON Superintendent	Inc. 1892	1879 \$550	18 7 yrs.	3 hrs. 5 hrs.
Northwestern Mil. and Naval Acad.	Lake Geneva, Wis.	Col. R. P. DAVIDSON Superintendent		1888		
Racine College	Racine, Wis.	Rev. TALBOT ROGERS Warden and Head Master	Trus. 1899	1852 \$550	12 6 yrs.	1 hr. 4 hrs.
St. John's Military Academy	Delafield, Wis.	Rev. S. T. SMYTHE	Inc. 1886	1884 \$600	22 4 yrs.	1 hr. 5-7 hrs.
College of St. Thomas	St. Paul, Minn.	Rev. H. MOYNIHAN President		1885		
Shattuck School	Faribault, Minn.	C. W. NEWHALL Superintendent	1913	1869 \$725	22 4 yrs.	5 hrs.
Kemper Military School	Boonville, Mo.	Col. T. A. JOHNSTON Superintendent	1881	1844		
Wentworth Military Academy	Lexington, Mo.	Col. SANDFORD SELLERS	Trus. 1881	1880 \$400	13	3 hrs. 6 hrs.
Nebraska Military Academy	Lincoln, Neb.	Col. B. D. HAYWOOD Superintendent		1908 \$400	6 4 yrs.	
New Mexico Military Institute	Roswell, N.M.	Col. J. W. WILSON Superintendent		1898		

PACIFIC COAST STATES

Hill Military Academy	Portland, Ore.	Dr. J. W. HILL	Inc. 1908	1901	6	
Mt. Tamalpais Military Acad.	San Rafael, Cal.	NEWELL F. VANDERBILT Commandant	Inc.	1890 \$700	12 4 yrs.	2 hrs. 5 hrs.
Page Military Academy	Los Angeles, Cal.	R. A. GIBBS	Inc. 1908	1908 \$500	12 8 yrs.	None 3 hrs.
San Diego Army & Navy Acad.	Pacific Beach, Cal.	Capt. T. A. DAVIS, A.B. Superintendent	Priv.	1910	7	
Westlake Military Academy	Los Angeles, Cal.	Col. WM. STROVER Superintendent	Priv.	1915 \$500		

Enr. '16 % ret.	No. Coll.	Class. U. S. War Dept. School acr. to	Special Features and Equipment
		40 Colls. and Univs.	Episcopal Church School. U. S. Army Officer detailed.

NORTH CENTRAL STATES

			A small school. Upper and Lower Schools.
400-500		Honor Sch., 1906-14	Complete Equip. Strong faculty. Cavalry, Artillery, Mil. Engineering.
			Individual attention.
230 60%	25	Class "M," Honor Sch. No. Cent. As.	Modern Equipment. Strong faculty. New Buildings. High standards.
			At Lake Geneva, Wis. Naval as well as Military Training.
90 60%	11	No. Cent. As.	Modified Military System.
220 75%	20-25	Honor Sch., 1910 No. Cent. As.	Episcopal.
700			R. C. College Prep. School.
168		Honor Sch. No. Cent. As.	A modified WestPoint. Small classes. College Preparatory.
150		Honor Sch., 1914	High School, Man. Tr., Commercial, and Grammar School Depts.
160 40%	18	Honor Sch., 1914 No. Cent. As.	Individual attention.
			Manual training. Junior School also.
185		Dist. Inst., 1910-15	At altitude of 3700 feet.

PACIFIC COAST STATES

60			Summer Camp at Newport.
112 60%	8-12		Cavalry and Mounted Artillery.
110 55%			Primary and Grammar Grades only. New buildings.
92 75%			Summer session. Army detail.
			Home life. Summer Session. Young boys.

GIRLS'

NEW ENGLAND

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
The Waynflete School	Portland, Me.	Bdg. Day	Miss CRISFIELD, Miss LOWELL Principals		
Mount St. Mary Seminary	Hookset, N.H.	Bdg.	SISTERS OF MERCY	1860	
Robinson Seminary	Exeter, N.H.	Day	HARLAN M. BISBEE, A.B., A.M. Principal	1867 \$40	15 5 yrs.
St. Mary's School	Concord, N.H.	Bdg. Day	ISABEL M. PARKS	1885 \$500	9 6 yrs.
Bishop Hopkins Hall	Burlington, Vt.	Bdg. Day	ELLEN S. OGDEN, Ph.D. Principal	1888 \$550	8 4 yrs.
Abbot Academy	Andover, Mass.	Bdg.	BERTHA BAILEY, S.B. Principal	1829 \$600	19 5 yrs.
Academy of Notre Dame	Berkeley St., Boston, Mass.	Day	SISTER BERNADINE MARIE Superior		
The Misses Allen School	West Newton, Mass.	Bdg. Day	LUCY ELLIS ALLEN, A.B. Principal	1904 \$750	7 4-5 yrs.
The Bancroft School	Worcester, Mass.	Day	MIRIAM TITCOMB, B.L. Principal	1900 \$175	12 12 yrs.
Bradford Academy	Bradford, Mass.	Bdg.	LAURA A. KNOTT, A.M. Principal	1803 \$700	21 5 yrs.
The Brimmer School	Brimmer St., Boston, Mass.	Day	MABEL H. CUMMINGS, A.B. Principal	1914	24 14 yrs.
The Brookfield School	North Brookfield, Mass.	Bdg.	HELEN and MARION COOKE, A.B.	1914	
The Mary A. Burnham School	Northampton, Mass.	Bdg. Day	HELEN E. THOMPSON, A.B.	1877 \$800	20
The Cambridge School for Girls	Cambridge, Mass.	Bdg. Day	RUTH COIT Head Mistress	1886 \$1000	15 11 yrs.
Miss Capen's School	Northampton, Mass.	Bdg. Day	BESSIE T. CAPEN Principal	1877 \$800	28
Miss Chamberlayne's School for Girls	Fenway, Boston, Mass.	Bdg. Day	C. J. CHAMBERLAYNE	1892	
Miss Church's School	6 Gloucester St., Boston, Mass.	Bdg. Day	MARY E. CHURCH Principal	1900	
Thenford, The Concord School for Girls	Concord, Mass.	Bdg. Day	MARIANNA WOODHULL, A.B., A.M.	1897 \$1000	10
The Curtis-Peabody School	507 Beacon St., Boston, Mass.	Day	ELIZABETH CURTIS LUCY G. PEABODY	\$300	12 yrs.

SCHOOLS

NEW ENGLAND

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
			Only Private Girls' School in Maine.
			A large R. C. School.
327 89%	564 2	N. E. A., N. E. As.	Domestic Arts Course. Coll.-trained faculty. 16 acres of school grounds.
63 79%	1	Vassar, N. E. Colls.	Diocesan School of New Hampshire.
26 75%	1		Small classes. Prepares for college or life. Outdoor life, winter and sum'r.
145 50%	4000	Head Mistr. As., N. E. As. Vassar, N. E. Colls.	Modern buildings. Outdoor life. Athletic Fields. Household Science.
			R. C. School.
43 75%	150 1		College Preparatory.
123			Elementary. College Preparatory. New school building.
145			Oldest school in N.E. for higher educ. of women. Col. Prep., Gen'l & Vocat.
212			New school building. Montessori Department.
			Open-air school.
60 50%	800 1	N. E. As., N. E. Mod. Lang. As. Vassar, Smith, Wellesley	College Prep. Course. Physical culture. Unusual medical advantages.
110 75%	575 1	Head Mistr. As.	Separate residence. Art, health, gymnastics emphasized.
155 40%	2500	N. E. As.	Preparatory for Smith and General.
35			New building in the Fenway.
			General, College Preparatory, and Domestic Science Courses.
48			Art Department. College preparation. Physical training.
		Vassar, Smith, etc.	Outdoor study.

Name	Location	Class.	Head (with degrees)	Est.	Fac.
			Title	Tui.	L. of C.
Dana Hall	Wellesley, Mass.	Bdg. Day	HELEN TEMPLE COOKE Principal	1881 \$350	50 7 yrs.
Miss Faulkner's House of Education	Dedham, Mass.	Bdg. Day	MISS FAULKNER	\$1000	8 yrs.
Miss Guild and Miss Evans' Sch.	29 Fairfield St., Boston, Mass.	Bdg. Day	JEANNIE EVANS CLARA A. BENTLEY	1882 \$1000	16 9 yrs.
Miss Hall's School	Pittsfield, Mass.	Bdg. Day	MIRA H. HALL Principal	\$1200	
Miss Haskell's School for Girls	314 Marlboro St., Boston, Mass.	Day	MARY E. HASKELL, A.B. Principal	1890 \$350	11 8 yrs.
Hathaway House	Milton, Mass.	Bdg.	MISS S. GOODWIN	1901	
House in the Pines	Norton, Mass.	Bdg.	GERTRUDE E. CORNISH Principal	1911 \$1000	11
Howard Seminary	W. Bridgewater, Mass.	Bdg.	C. P. KENDALL, A.M. Principal	1867	9 6 yrs.
Lasell Seminary	Auburndale, Mass.	Bdg.	GUY M. WINSLOW, Ph.D. Principal	1851 \$750	40 5 yrs.
Miss Lee's School	344 Marlboro St., Boston, Mass.	Day	FRANCES LEE, A.B. Principal	1912 \$300	4 12 yrs.
The MacDuffie School	Springfield, Mass.	Bdg. Day	JOHN MACDUFFIE, Ph.D. MRS. MACDUFFIE, A.B.	1890 \$800	9 5 yrs.
Marycliff Academy	Arlington Heights, Mass.	Bdg.	SISTERS OF CHRISTIAN EDUCAT'N	1913	
The May School	339 Marlboro St., Boston, Mass.	Day	MARY C. S. MAY Principal	\$300	26 8 yrs.
Miss McClintock's School	4 Arlington St., Boston, Mass.	Bdg. Day	MARY L. MCCLINTOCK Principal	1908 \$1200	25 4 yrs.
Mount Ida School	Newton, Mass.	Bdg. Day	GEORGE F. JEWETT, A.B., A.M. Principal	\$750	20 4 yrs.
Northfield Seminary	East Northfield, Mass.	Bdg.	CHAS. E. DICKERSON, M.S. Principal	1879 \$135	50 4 yrs.
Quincy Mansion School	Wollaston, Mass.	Bdg. Day	MRS. H. M. WILLARD Principal	1895 \$300	13 4 yrs.
Resthaven	Mendon, Mass.	Bdg.	CATHERINE R. SEABURY	1912 \$900	5 6 yrs.
Rogers Hall	Lowell, Mass.	Bdg. Day	OLIVE S. PARSONS Principal	1892 \$300	11
The Sea Pines Home School	Brewster, Mass.	Bdg.	REV. THOMAS BICKFORD Principal	1907 \$600	12 4 yrs.
Standish Manor School	Halifax, Mass.	Bdg.	ELLEN C. DRESSER Principal	1911 \$1000	4
Walnut Hill School	Natick, Mass.	Bdg. Day	CHARLOTTE H. CONANT, B.A. FLORENCE BIGELOW, M.A.	1893 \$1000	17 4 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School ac. to	Departments and Special Features
300 66%	2000 7	Head Mistr. As. All Colls. Acc. Certs.	Academic work under specialists. Art, Music, Domestic Science.
			Makes specialty of prep. for Bryn Mawr.
80 75%	500 1	Bost. Priv. Sch. As. All Colls. Acc. Certs.	College preparation. All athletic sports.
			On 45 acres of land, 1000 feet above sea level.
55 70%		Head Mistr. As.	College Preparatory and Finishing. History of Art studied in museums.
			Girls' Department of Milton Academy.
40			Domestic Science and Arts emphasized. Extensive grounds and athletic fields.
	500 1		Domestic Science, Music, Art, Int. Dec.
200	846 11	All Colls.	
43 83%			Girls prepared for college. Boys pre- pared for secondary schools.
71 71%	601 1	N. E. A., Harvard T. A., Hd. Mast.As. All Colls. Acc. Certs.	School of Housecraft in a separate building.
			R. C. School.
		Head Mistr. As.	Study of French emphasized. Strong faculty.
40			College Preparatory. Arts and Crafts.
100			Music, Domestic Science, and Athlet- ics emphasized.
634 70%	810 1	Am. As. Adv. Sci., N. E. As., N. E. Phys. As.	
42			Athletic fields. Artificial lake. Lab- oratory, Art Room, Gymnasium.
12 75%		N. E. A.	130 acres in woodland and farm. Lim- ited to 15 pupils.
			In an old Colonial Mansion.
			Faces the sea.
			Home School for backward girls.
110 50%	600 1	Head Mistr. As. All Colls. Acc. Certs.	Entirely College Preparatory. 40 acres of grounds.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
Whittier School	Merrimac, Mass.	Bdg. Day	Mr. & Mrs. Wm. RUSSELL Principals	1893 \$600	11 4 yrs.
The Winsor School	Pilgrim Rd., Boston, Mass.	Day	MARY P. WINSOR	1886 \$325	40 8 yrs.
The Misses Bronson's Home and Day School	Providence, R.I.	Bdg. Day	C. C. BRONSON	1897	12 yrs.
Lincoln School	Providence, R.I.	Bdg. Day	FRANCES LUCAS, A.B. Principal	1884	
Tolethorpe	Newport, R.I.	Bdg. Day	S. ALICE BROWNE, A.B. E. K. SIMES-NOWELL	1914	
The Mary C. Wheeler Town and Country Sch.	Providence, R.I.	Bdg. Day	MARY C. WHEELER Principal	1889 \$1100	18
The Campbell School	Windsor, Conn.	Bdg. Day	A. H. CAMPBELL, Ph.D., A.M. Principal	1903 \$500	9 4 yrs.
The Ely School for Girls	Greenwich, Conn.	Bdg. Day	A. H. ELY, A.B. E. L. ELY	\$1000	15 4 yrs.
The Gateway	New Haven, Conn.	Bdg. Day	ALICE E. REYNOLDS Principal	1912 \$800	16
Greenwich Academy	Greenwich, Conn.	Day	WALTER A. WATERMAN, A.B. Principal	1827 \$300	17 5 yrs.
Hillside	Norwalk, Conn.	Bdg. Day	MARGARET R. BRENDLINGER VIDA H. FRANCIS	1883 \$800	10 12 yrs.
Miss Howe and Miss Marot's School	Thompson, Conn.	Bdg.	MALVINA A. HOWE MARY L. MAROT	1905	
Miss Low & Miss Heywood's Sch.	Stamford, Conn.	Bdg. Day	Miss LOW Miss HEYWOOD	1883 \$900	9 yrs.
The Oxford School	Hartford, Conn.	Day	MARY E. MARTIN Principal	1908 \$600	
The Phelps School	Mt. Carmel, Conn.	Bdg. Day	FLORENCE M. PECK ALICE E. PECK	1905 \$600	6
Miss Porter's School	Farmington, Conn.	Bdg.		1844	
Rosemary Hall	Greenwich, Conn.	Bdg.	CAROLINE RUTZ-REES, Ph.D. MARY E. LOWNDES, Litt.D.	1890 \$1100	20 5 yrs.
St. Margaret's School	Waterbury, Conn.	Bdg. Day	EMILY G. MONRO, A.M. Principal	1875	
Mrs. Storey's School	Norwalk, Conn.	Bdg. Day	Mrs. J. W. STOREY, A.B. Principal	1908	
Westover	Middlebury, Conn.	Bdg.	MARY R. HILLARD	1909 \$1200	27
Wheeler School	North Stonington, Conn.	Bdg. Day	ROYAL A. MOORE, A.B. Principal		
"Wykeham Rise"	Washington, Conn.	Bdg.	FANNY E. DAVIES, L.L.A.	1902 \$1000	15 5 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
			College preparation.
250			Unexcelled equipment. Strong faculty.
			Outdoor life. Manual Training, Household Arts.
			Upper and Lower School.
			Art Department emphasized.
33 75%			Music, Art, Elocution, Domestic Science.
50 50%	1200 1	Head Mistr. As. Vassar, N. E. Colls.	New school bldgs. Athletic fields (25 acres).
76 91%			Music, Art, Archery, Horseback, Golf, etc.
74 66%		Sch. Mast. Cl. of N. Y. Math. As. Mid. St. & Md.	Good equipment.
65 58%	135 1	Vassar, N. E. Colls.	College-trained faculty. Small classes. Much outdoor life.
			Strong faculty.
			Home Department. Domestic Science Course (1 year).
			College Preparatory emphasized.
			Traditions. Alumnae.
110 75%	1000 1		Self-government. Much athletics. Lecture Course.
125	500		Episcopal Church School.
150		N. E. As., Head Mistr. As. All Colls. Acc. Certs.	For boys and girls. Agriculture and Domestic Science.
			Preparatory for Bryn Mawr. Lecture Course.

Name	Location	Class.	Head (with degrees)	Title	Est. Tui.	Fac. L. of C.
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MIDDLE STATES AND MARYLAND

Academy Mount Saint Vincent N.Y. City	Bdg.	ALICE GRANAHAN	1847	
Albany Academy for Girls Albany, N.Y.	Day	ESTHER L. CAMP Principal	1814 \$600	18 11 yrs.
Alcuin Preparatory School 15 W. 86th St., N.Y. City	Day	BLANCHE HIRSCH, B.S. GRACE H. KUPFER, M.A.	1905 \$385	20 12 yrs.
Miss Bangs & Miss Whiton's Sch. Riverdale Ave., N.Y. City	Bdg. Day	LOIS A. BANGS MARY B. WHITON, A.B.	1890 \$1000	8 yrs.
The Barnard School for Girls 421-423 W. 148th St., N.Y. City	Day	THEO. E. LYON, B.S. WM. L. HAZEN, A.B., LL.D.	1896 \$300	10 4 yrs.
Bedford Institute 221 McDonough St., Bklyn., N.Y.	Day	Miss M. T. PURDY Principal	\$160	5 13 yrs.
The Benjamin School for Girls Riverside Drive, N.Y. City	Bdg. Day	Mrs. M. C. BENJAMIN, A.B., A.M.	1905 \$1000	5 yrs.
The Bennett School Millbrook, N.Y.	Bdg.	MAY F. BENNETT Principal	1889 \$1250	24 6 yrs.
The Berkeley Institute 183 Lincoln Pl., Brooklyn, N.Y.	Day	INA C. ATWOOD Principal	1886	30
Brantwood Hall Bronxville, N.Y.	Bdg. Day	MARY T. MAINE, A.B. Principal	1905 \$1000	14 12 yrs.
The Brearley School 60 E. 61st St., N.Y. City	Day	CARL VAN DOREN, Ph.D. Head Master	1883 \$450	45 11 yrs.
Bremestead Diamond Pt., Lake George, N.Y.	Bdg. Day	CLARA C. DULON	1915	
Mrs. Marshall's Sch. for Little Girls Briarcliff Manor, N.Y.	Bdg.	Mrs. F. S. MARSHALL Principal	1908 \$1000	
The Brooklyn Heights Seminary 18 Pierrepont St., Brooklyn, N.Y.	Day	ELLEN YALE STEVENS, Ph.B. FLORENCE GREER, A.M.	1851 \$225	20 15 yrs.
Buffalo Academy of the Sacred Heart Buffalo, N.Y.	Bdg. Day	MOTHER ISABELLE Principal		
The Buffalo Seminary Buffalo, N.Y.	Day	L. GERTRUDE ANGELL, A.B. Principal	1851 \$225	20 5 yrs.
Cathedral School of St. Mary Garden City, N.Y.	Bdg. Day	MIRIAM A. BYTEL, A.B. Principal	1877 \$750	17 4 yrs.
Miss Chapin's School 32 E. 57th St., N.Y. City	Day	MARIA B. CHAPIN	\$500	
Chappaqua Mountain Institute Valhalla, N.Y.	Bdg.	CHARLES R. BLENIS Director	1871	
Mrs. Isabel D. Coates 228 W. 72d St., N.Y. City	Day	Mrs. I. D. COATES		
The Comstock School for Girls 52 E. 72d St., N.Y. City	Day	LYDIA D. DAY MABEL L. FOSTER	1862	

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
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MIDDLE STATES AND MARYLAND

			R. C. School.
150			College Preparatory.
		Smith, Wellesley	College Preparatory and Academic.
		Smith, Vassar, Welles., etc.	35-acre park for outdoor sports. Strong Music Dept.
190 85%	300 1	Smith, Vassar, Welles., etc.	College Preparatory.
75			From kindergarten to college.
			Exclusively for Jewish girls. College Preparatory emphasized.
153 60%		Head Mistr. As.	Outdoor country life. Fully equipped Riding School.
325 80%		Hd. Mast. As. All Colls. Acc. Certs.	College Preparatory. One College year.
			Extensive grounds, swimming-pool.
370		All Colls.	College Preparatory.
			No regular classes.
			For girls under fifteen. Open-air classes for Primary Dept.
150	527 1	Head Mistr. As., A.C.A. Smith, Vassar, Welles., Mt. Hol.	Open-air school on roof. Montessori Department. Art & Household Ec.
100			R. C.
158	1000 1	All Colls. Acc. Certs.	Secondary School exclusively. Directed Athletics.
135	120 1	Head Mistr. As., Harvard T. A. Smith, Vassar, Wellesley	Much outdoor life. Separate room for each girl.
200			Boys in Kindergarten and Primary Grades.
			Modern building.
			A few girls to study Art, Music, Languages.
			Music emphasized.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
De Lancey School	[City West End Ave. & 98th St., N.Y.	Day	AMELIA DE LANCEY Principal	1876	12 yrs.
Deverell School	57 E. 74th St., N.Y. City	Bdg. Day	FRANCES E. DEVERELL Director	1912 \$1000	8 3 yrs.
Mrs. Dow's School	Briarcliff Manor, N.Y.	Bdg.	Mrs. MARY E. DOW Principal	1902 \$1100	
Drew Seminary	Carmel, N.Y.	Bdg.	R. J. TREVORROW, A.M., D.D.	1886 \$450	11 4 yrs.
D'Youville Academy	Plattsburg, N.Y.	Bdg.	SISTER MARIE DE LA VICTOIRE	\$150	12 yrs.
Emma Willard School	Troy, N.Y.	Bdg. Day	ELIZA KELLAS, Ph.B. Principal	1814	6 yrs.
Miss Fawcett's School for Girls	127 E. 61st St., N.Y. City	Bdg. Day	REBECCA FAWCETT		
The Finch School	61 E. 77th St., N.Y. City	Bdg. Day	Mrs. J. F. COSGRAVE Principal	1900	
The Franklin School	Park St., Buffalo, N.Y.	Day	BERTHA A. KEYES, A.B. Head Mistress	1893 \$275	20 7 yrs.
French School for Girls	24 E. 94th St., N.Y. City	Bdg. Day	LOUISE McCLELLAN MARGARET F. J. WILLIAMS	1914 \$1200	6
The Gardner School	11 E. 51st St., N.Y. City	Bdg. Day	LOUISE ELTINGE M. E. MASLAND	1857 \$1200	20
Glen Eden	Poughkeepsie, N.Y.	Bdg.	FRED'K M. TOWNSEND, Ph.D. Director	1900 \$600	14 6 yrs.
The Halstead School	Yonkers, N.Y.	Day	MARY S. JENKINS Principal	1874	
Hamilton Institute for Girls	326 W. 90th St., N.Y. City		Mrs. N. A. SHAW, Jr. Principal	1903	
Mrs. Cooper Hartman's Classes	17 W. 69th St., N.Y. City	Bdg.	Mrs. EDITH COOPER HARTMAN	1916	
Hewlett School	Hewlett, N.Y.	Bdg. Day	Mrs. CHARLES A. NOBLE EUGENIA G. COOPE	1915	
Home School	320 W. 107th St., N.Y. City		HELEN C. MACINTYRE Mlle. J. TALGUEN		
Horace Mann School	Br'dw'y at 120th St., N.Y. City	Day	HENRY C. PEARSON, A.B. Principal	1887 \$300	12
Institut Tisé	310 W. 88th St., N.Y. City	Day	Madame HENRIETTE TISÉ Principal	1893 \$250	8 8 yrs.
Miss Hopkins' School for Girls	112 E. 64th St., N.Y. City	Day	EMMA B. HOPKINS, B.S.	\$500	
The Knox School	Tarrytown, N.Y.	Bdg. Day	Mrs. E. R. HOUGHTON, A.B. Principal	1904 \$1000	6 yrs.
Ladycliff Academy	Highland Falls, N.Y.	Bdg.	SISTER M. MARGARET		

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
			Primary Classes for Boys.
15			Distinctly French.
125			38 acres of grounds.
75	400 1	Sch. Mast. As. of N.Y.	College Preparatory, General, Music, Domestic Science.
50			On Lake Champlain. R. C.
250			College Preparatory. Two-year College Course.
			For girls from 16 to 20 years. New ten-story building.
202			
30 50%			French. New York advantages.
90 75%			Much outdoor life.
60 25%	250 1	Welles., Smith, Goucher	Outdoor life a specialty.
90			
			College Preparatory.
			Country house at Chappaqua.
			Country School.
			French. Special studies.
	1000	Fellow A. A. S., Sch. Mast. As., N. E. A.	High school for girls. Elementary and kindergarten. Coed.
56 90%	200		French in all grades.
			Domestic Arts Course.
60			Household Arts, Secretarial, Fine Arts Courses.
			R. C. School.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
The Lady Jane Grey School	Binghamton, N.Y.	Bdg.	ELLA V. JONES, A.B. Principal	1883	
Miss Lake's School	47 W. 55th St., N.Y. City	Day	HENRIETTA LAKE		
The Lehman-Leete School	17 E. 60th St., N.Y. City	Day	CHARLES A. LEETE, M.A., Ph.D. EUGENE H. LEHMAN	1891 \$400	14 12 yrs.
The Manor School	Larchmont Manor, N.Y.	Bdg. Day	MARY E. HULL GRACE HUNTINGTON	\$600	12 yrs.
Marymount	Tarrytown, N.Y.	Bdg.	RELIGIOUS OF THE SACRED HEART OF MARY		
Miss Mason's School	Tarrytown, N.Y.	Bdg.	C. E. MASON, LL.M.	1895 \$1000	37 6 yrs.
The Misses Masters School	Dobbs Ferry, N.Y.	Bdg. Day	The Misses MASTERS Principals	1877	
Miss McFee's School for Girls	152 W. 72d St., N.Y. City	Bdg. Day	DONALDA McFEE, A.B., Ph.D. Principal	1895 \$1000	
Mrs. Randall-McIver's School	30 E. 57th St., N.Y. City	Day	Mrs. RANDALL-McIVER Principal		
The Misses Metcalf's School for Girls	Tarrytown, N.Y.	Bdg. Day	HELEN METCALF M. W. METCALF		
New York Collegiate Institute	345 West End Ave., N.Y. City	Day	MARY SCHOONMAKER	1888 \$350	13 yrs.
Oaksmere, Mrs. Merrill's School for Girls	Mamaroneck, N.Y.	Bdg. Day	Mrs. W. E. MERRILL, A.B., Ph.D. Principal	1906 \$1500	23
The Ossining School	Ossining, N.Y.	Bdg. Day	CLARA C. FULLER MARTHA J. NARAMORE	1879	
The Packer Collegiate Institute	Brooklyn Heights, N.Y.	Day	EDWARD J. GOODWIN, A.B. Principal	1854	50
The Park School	[N.Y. Main St. & Jewett Ave., Buffalo.	Day	Miss LEWIS Principal		
Putnam Hall	Poughkeepsie, N.Y.	Bdg.	ELLEN C. BARTLETT, A.B. Principal		
The Rayson School for Girls	164-168 W. 75th St., N.Y. City	Bdg. Day	CLARA I. COLBURN, A.B. MARTHA K. HUMPHREY, A.B.	1895 \$1200	14 12 yrs.
Riverside School	879 West End Ave., N.Y. City	Day	MARION A. LIGHTHIPE PAULINE W. SHEARPE, A.B.	1907 \$265	14 13 yrs.
Rye Seminary	Rye, N.Y.	Bdg. Day	The Misses STOWE	1870 \$800	16 12 yrs.
St. Agatha	553 West End Ave., N.Y. City	Day	EMMA G. SEBRING, A.M. Principal	1898	23 12 yrs.
St. Agnes School	Albany, N.Y.	Bdg. Day	MATILDA GRAY Principal	1870	
St. Faith's School	Saratoga Springs, N.Y.	Bdg.	Rev. H. C. PLUM, A.B. Rector	1890 \$300	11 8 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
60			
			Small school.
50 96%	550 1	All Colls.	College Preparatory, Household Arts.
			Special advantages in Music and Lan- guages.
75			R. C. School.
125	1400 5		College Preparatory. Open-air school rooms.
200			Strict discipline. Honor system of government.
			Special classes.
			College preparation and physical cul- ture.
			College Preparatory.
62			On L. I. Sound, facing the sea. Swim- ming and water sports. Fine Equip.
70			College Preparatory, General, Voca- tional.
720		All Colls.	Strong faculty.
			Preparatory for Vassar.
95 84%			College Preparatory.
115 72%			Little boys taken through fourth year of the Elementary School.
			College Preparatory.
200			Episcopal Church School.
100			Episcopal Church School.
52 60%	43		Episcopal Church School. Home School. All outdoor sports.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
St. Mary's School	Peekskill, N.Y.	Bdg.	SISTERS OF ST. MARY		
Scoville School	2042 Fifth Ave., N.Y. City	Bdg. Day	Mrs. HELEN M. SCOVILLE Principal	1882 \$1050	20
The Scudder School for Girls	59 W. 96th St., N.Y. City	Bdg. Day	MYRON T. SCUDDER, A.B., A.M. Principal	1912 \$350	18 6 yrs.
The Semple School	241 Central Pk. W., N.Y. City	Bdg. Day	Mrs. T. D. SEMPLE Principal	1898	
The Spence School for Girls	30 W. 55th St., N.Y. City	Bdg. Day	CLARA B. SPENCE, A.B.	1892 \$1600	60 10 yrs.
The Tewksbury School	Scarsdale, N.Y.	Bdg.	Misses TEWKSBURY Principals	1892	8 yrs.
Ursuline Academy	Middletown, N.Y.	Bdg.	URSULINE NUNS	1886 \$250	10 4 yrs.
Ursuline Academy	(City 1032 Gr. Concourse Ave., N.Y.	Bdg. Day	MOTHER M. LORETTA		
The Veltin School	160 W. 74th St., N.Y. City	Day	Mlle. LOUISE VELTIN Principal	1886 \$375	12 yrs.
Wallcourt	Aurora, Lake Cayuga, N.Y.	Bdg. Day	Mrs. A. G. TAYLOR, A.B. Principal	1897 \$800	10 4 yrs.
Miss Louise F. Wickham	338 Lexington Ave., N.Y. City	Day	L. F. WICKHAM	1893	
Miss Beard's School for Girls	Orange, N.J.	Bdg. Day	LUCIE C. BEARD Principal	1892	
Calhoun-Chamberlain School	Red Bank, N.J.	Bdg.	Miss CALHOUN Miss CHAMBERLAIN		
Centenary Collegiate Institute	Hackettstown, N.J.	Bdg.	JONATHAN M. MEEKER, D.D., Ph.D. President	1866 \$500	20 4 yrs.
Dearborn-Morgan School	Orange, N.J.	Day	CAROLINE R. CLARK, A.M. GEORGE L. SHELLEY, A.M.	1869	20 12 yrs.
Dwight School for Girls	Englewood, N.J.	Bdg. Day	EUPHEMIA CREIGHTON ELLEN W. FARRAR	1859 \$800	12 12 yrs.
Ferens School	Tenafly, N.J.	Bdg. Day	The Misses FERENS		
The Hartridge School	Plainfield, N.J.	Bdg. Day	EMELYN B. HARTRIDGE Principal	1903	
Ivy Hall School	Bridgeton, N.J.	Bdg. Day	Miss MACDONALD Miss FINN	1861	
Kent Place	Summit, N.J.	Bdg. Day	Mrs. SARAH W. PAUL, A.B. Principal	1894 \$1000	25 12 yrs.
The Lakewood School for Girls	Lakewood, N.J.	Bdg. Day	EDITH SAMSON Principal	1910	
The Newark Seminary	Newark, N.J.	Bdg. Day	ANNA F. WHITMORE Principal	1881	

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
			Episcopal Church School. Excellent Music Dept.
			Music and Art. Lecture Course.
150 65%	480	N. E. A.	High School and Secretarial. Home Economics. Dramatics.
			Out-of-door life.
375			High Scholarship.
			College Prep. & Gen. Courses. Athletics.
90 97%			R. C. School. Outdoor Gym. Juvenile and College Preparatory Depts.
85			R. C. School.
34			Study of French emphasized.
	160 1	All Colls.	Dancing, boating, tennis, hockey, track work.
			Special classes. Art, Music, Languages.
200			Country School. Strong faculty.
120 50%	1	Sch. Mast. As. of N.Y. Smith, Vas., Welles., Mt. Hol., etc.	Music, Art, Expression. Farm of 160 acres, lake, etc.
200 85%	175 1		Large day school. Boys through fifth grade.
130		All Colls.	Modern Buildings. Outdoor life. Lecture Course.
			For young girls. Little boys in day school.
			Fully equipped Gymnasium.
			Music emphasized.
160	207 23	Head Mistr. As. Smith, Vassar, etc.	Three bldgs. Small classes. Athletic fields. College Prep. Gen. Courses.
			Combined with Devon Manor.
40			

Name	Location	Class.	Head (with degrees) Title	Est. Tul.	Fac. L. of C.
Old Orchard School	Leonia, N.J.	Bdg. Day	Mrs. ANNA G. NOYES, B.Sc. Principal	1912 \$640	
The Plainfield Seminary	Plainfield, N.J.	Day	ISABEL ARNOLD Principal	\$140	10
St. Mary's Hall	Burlington, N.J.	Bdg. Day	Mrs. J. FEARNLEY Principal	1837	
Vail-Deane School	Elizabeth, N.J.	Day	LAURA A. VAIL Head Mistress	1870 \$200	12 12 yrs.
Miss Ethel Walker's Sch. for Girls	Lakewood, N.J.	Bdg. Day	ETHEL M. WALKER, A.M.	1911 \$1000	8 12 yrs.
Academy of Notre Dame	W. Rittenhouse Sq., Phila., Pa.	Day	SISTER SUPERIOR		
The Agnes Irwin School	2011 De Lancey Pl., Phila., Pa.	Day	JOSEPHINE A. NATT, A.B. Head Mistress	1869 \$250	32 7 yrs.
The Baldwin School	Bryn Mawr, Pa.	Bdg. Day	ELIZABETH F. JOHNSON, A.B.	1880 \$1000	
Beechwood	Jenkintown, Pa.	Bdg. Day	M. H. REASER, Ph.D. President	1911 \$400	30
The Birmingham School	Birmingham, Pa.	Bdg.	ALVAN R. GRIER President	1857 \$500	
Bishopthorpe Manor	South Bethlehem, Pa.	Bdg.	CLAUDE N. WYANT	1868 \$530	12 6 yrs.
Miss Cowles' School	Hollidaysburg, Pa.	Bdg. Day	EMMA M. COWLES, A.B., Ph.B. Head	1911 \$800	15 6 yrs.
Darlington Seminary	West Chester, Pa.	Bdg. Day	CHRISTINE FAAS BYE President	1851 \$450	
Devon Manor	Devon, Pa.	Bdg. Day	EDITH SAMSON Principal	1917	
Miss Hills' School	1808 Spruce St., Phila., Pa.	Day	Mrs. ELIZABETH H. LYMAN Principal	1893 \$250	15 11 yrs.
The Holman School for Girls	2204 Walnut St., Phila., Pa.	Day	ELIZABETH W. BRALEY, A.B. Principal	1900 \$250	12 12 yrs.
The Misses Kirk's School	Bryn Mawr, Pa.	Bdg.	ABBY KIRK SOPHIA KIRK	1899 \$800	
The Lankenau School	2200 S. College Ave., Phila., Pa.	Bdg. Day	Rev. E. F. BACHMANN Principal	1891 \$300	18
Linden Hall Seminary	Lititz, Pa.	Bdg.		1746 \$400	20 12 yrs.
Miss Marshall's School	Oak Lane, Philadelphia, Pa.	Bdg. Day	EMMA S. MARSHALL	1895 \$700	13 7 yrs.
The Mary Lyon School	Swarthmore, Pa.	Bdg. Day	H. M. CRIST, A.B. Mrs. F. L. CRIST, A.B.	1913 \$700	20 4 yrs.
Moravian Sem. & Col. for Women	Bethlehem, Pa.	Bdg.	Rev. JOHN H. CLEWELL, Ph.D. President	1742	

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
			For a few children from four to eight.
			Coll. Prep. and Gen. Courses.
70	700		Abundant outdoor life.
134 85%	303 1	Head Mistr. As. All Colls. Acc. Certs.	Special grounding in elementary work. Coll. Prep.
35			College Preparatory. Attractive location.
100			Little boys in Elementary Department.
184	1		Thorough college preparation.
289			Preparatory for Bryn Mawr.
300			Music, Art, Kindergarten Training, Secretarial Work.
75			Beautiful location.
49	1	Wellesley, Smith, etc.	Music, Art, Arts and Crafts, Domestic Science, etc.
100 70%	59 1	N. E. A. Hd. Mist. As. Vassar, Smith, etc.	Well-equipped Gymnasium, swimming pool. Sleeping porch.
	400		
			Coll. Prep. and Junior Coll. Courses. Domestic Science, etc.
103	1	Head Mistr. As. Mt. Hol., Smith, Vassar, Welles.	Complete courses from Primary to Col- lege. Lecture Course.
70 95%	140 1	Mt. Hol., Smith, Swarth., Welles.	Special emphasis upon English, Crafts, Domestic Science, Household Arts.
			Individual attention.
100			Lutheran.
80			Moravian School.
100			Spacious grounds with lake.
75 95%	4	Vassar, Smith, etc.	Outdoor class-rooms, 8-acre campus. Music, Art, Domestic Science.
230	8000		Traditions. Eminent Alumni.

Name	Location	Class.	Head (with degrees)	Title	Est. Tui.	Fac. L. of C.
Ogontz School	Ogontz Sch. P.O., Pa.	Bdg. Day	ABBY A. SUTHERLAND	Principal	1850 \$1200	
Penn Hall	Chambersburg, Pa.	Bdg. Day	FRANK S. MAGILL, A.M.	Principal	1906 \$500	12 4 yrs.
Miss Sayward's School	Overbrook, Pa.	Bdg.	S. JANET SAYWARD	Principal	1892 \$850	
The Shipley School	Bryn Mawr, Pa.	Bdg. Day	ELEANOR O. BROWNELL ALICE G. HOWLAND		1893 \$1200	25
The Shippen School for Girls	Lancaster, Pa.	Day	EMILY R. UNDERHILL, A.B.	Principal	1908 \$140	12
Springside	Chestnut Hill, Pa.	Day	Mrs. CHAPMAN Miss JONES		1879 \$1000	12 yrs.
Thurston Preparatory School	6601 Fifth Ave., Pittsburgh, Pa.	Bdg. Day	ALICE M. THURSTON		1887 \$800	19
Walnut Lane School	Germantown, Pa.	Bdg. Day	S. EDNA JOHNSTON, A.B.	Principal	1857 \$700	15 13 yrs.
Washington Seminary	Washington, Pa.	Bdg. Day	MARY MCCURDY	Principal	1835 \$400	13
Wilkes-Barre Institute	78 S. Franklin St., Wilkes-Barre, Pa.	Bdg. Day	ANNA M. OLCOTT	Principal	1854	13
The Winchester School	4721 Fifth Ave., Pittsburgh, Pa.	Day	Miss MITCHELL			
Miss Wright's School	Bryn Mawr, Pa.	Bdg.	LILA M. WRIGHT		1902 \$1200	
Academy of the Holy Cross	Connecticut Ave., Wash., D.C.	Bdg. Day	SISTER M. BERTHILDE			
Belcourt Seminary	13th & Girard Sts., Wash., D.C.	Bdg. Day	Mrs. M. B. SOMERVELL	Principal	\$1000	11 6 yrs.
Bristol School for Girls	Mintwood Pl., Washington, D.C.		ALICE A. BRISTOL		1904 \$1000	
Chevy Chase Seminary	Washington, D.C.	Bdg.	FREDERIC E. FARRINGTON, Ph.D.	Principal	1902 \$750	15
The Colonial School for Girls	1539 18th St., Wash., D.C.	Bdg. Day	CHARLOTTE C. EVERETT	Principal	\$1000	
The Misses Eastman's School	1305 17th St., N.W., Wash., D.C.	Bdg. Day	A. H., M. T., & M. M. EASTMAN		1899 \$700	10 4 yrs.
Fairmont Seminary	Washington, D.C.	Bdg. Day	ARTHUR RAMSEY	Principal	1899 \$900	16 6 yrs.
Gunston Hall	Florida Ave., Wash., D.C.	Bdg. Day	Mrs. B. R. MASON	Principal	1892 \$800	24 12 yrs.
Holton-Arms School	2125 S St., Wash., D.C.	Bdg. Day	Mrs. JESSIE M. HOLTON		1901	14 12 yrs.
Irwin Hall	Columbia Rd., Wash., D.C.		Mrs. SARAH I. MATTINGLY			12 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
			Art, Psychology, Ethics. Family life.
90 65%		Wellesley, Vassar, etc.	Depts. of Music and Domestic Science. Month of May spent at seashore.
			Little boys admitted to Elementary Department.
157			Thorough college preparation. Strong faculty.
98 86%	53 1		Fine Gymnasium. First-class Domes- tic Science equipment.
			Home atmosphere.
200		Vassar, Wellesley, etc.	Strong faculty.
95 80%	800	Head Mistr. As. Wellesley, Smith, Vassar, etc.	Advanced Course of two years.
			Music and Art Courses.
110		Leading Colls.	
250			Thorough academic work.
			Preparatory to Bryn Mawr.
			Conducted by the Sisters of the Holy Cross.
50		All Colls.	College Prep. Lecture Course.
75			Two years of college work.
55			Music, Art, Domestic Science.
70			Liberal Arts, Fine Arts, Domestic Arts.
60	23		
70 50%			Liberal Arts, Fine Arts, Domestic Arts.
100			Lecture Course. Large brick building.
154 67%		As. Coll. Sch. Mid. St. Wellesley, Smith, Vassar	College Preparatory and Cultural Courses.
			Primary to college.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
Miss Madeira's School 19th St., Wash., D.C.		Bdg. Day	LUCY MADEIRA, A.B.	1906 \$900	20 4 yrs.
Madison Hall 3100 R St. N.W., Wash., D.C.		Bdg. Day	Prof. & Mrs. G. F. WINSTON Principals	\$700	25
Martha Washington Seminary Connecticut Ave., Wash., D.C.			EDWARD W. THOMPSON Principal		
Mount Vernon Seminary Nebraska Ave., Wash., D.C.		Bdg.	Mrs. ADELIA G. HENSLEY Head Mistress	1875 \$1200	30 8 yrs.
National Cathedral School Mt. St. Alban, Wash., D.C.		Bdg. Day	JESSIE C. McDONALD, M.S. HELEN L. WEBSTER, Ph.D.	1900 \$900	28
National Park Seminary Suburban, Washington, D.C.		Bdg.	JAMES E. AMENT Principal	1894 \$800	
St. Margaret's Bdg. & Day Sch. California Ave., Wash., D.C.		Bdg. Day	SARA K. LIPPINCOTT SUSAN C. BAKER	1896 \$500	
The Misses Timlow's Bdg. & Day Sch. for Girls Washington, D.C.		Bdg. Day	The Misses TIMLOW	1894 \$850	
The Viaud School Hillyer Pl. & 21st, Wash., D.C.			Mr. & Mrs. GUSTAVE VIAUD Principals	1908 \$400	
Washington College Washington, D.C.		Bdg. Day	F. MENEFFEE President	1895	
Paul Institute 2107 S St., Wash., D.C.		Bdg. Day	Mrs. NANETTE B. PAUL, LL.B. President	1893 \$800	
Bryn Mawr School for Girls Cathedral St., Baltimore, Md.		Day	EDITH HAMILTON, A.B., A.M.	1885	
Garrison Forest School Garrison, Md.		Co.D.	MARY M. LIVINGSTON Head Mistress	1900 \$200	13 11 yrs.
The Girls' Latin School 1217 St. Paul St., Balt., Md.		Bdg. Day	N. M. WILMOT, A.B. Head Mistress	1890 \$175	14 12 yrs.
The Hannah More Academy Reisterstown, Md.		Bdg. Day	ANNA L. LAWRENCE Principal	1832 \$500	12 yrs.
Hood Seminary Frederick, Md.		Bdg. Day	JOSEPH H. APPLE, LL.D. President	1893 \$300	6 4 yrs.
Mount de Sales Acad. of the Visitation Catonsville, Md.		Bdg. Day	SISTERS OF THE VISITATION	1852	
Mt. St. Agnes Col. & High Sch. Mt. Washington, Md.		Bdg. Day		1867 \$314	
Notre Dame Preparatory School Roland Pk., Baltimore, Md.		Bdg. Day	SISTERS OF NOTRE DAME	\$400	
Oldfield's Glencoe, Md.		Bdg.	A. G. McCULLOH Rev. D. McCULLOH	1866 \$1000	
Roland Park Country School Roland Park, Md.		Day	NANNA D. DUSHANE	\$175	12 12 yrs.
St. Timothy's School for Girls Catonsville, Md.		Bdg. Day	JANE R. HEATH LOUISA M. FOWLER	1882	

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
115			College-trained faculty.
			Home and social life.
			Advanced courses.
95			Two years of college work. High standards. New Bldgs.
155	237		Episcopal. Thorough academic work. Outdoor life.
250			Music, Art, Domestic Science, Secretarial Work, Business Law.
60			Upper and Lower Schools.
			College Preparatory and Finishing.
			For young girls.
			Thorough work. Literary Course. Modern Language Course.
			Vocational Training.
225			Afternoon study and exercise under supervision. Thorough Coll. Prep.
	300 1	Smith, Vassar, etc.	College Prep. and General. Athletic field and playground.
115 80%	500 1	Vassar, Wellesley, Smith, etc.	Beautiful home.
88	350	Goucher, Vassar, Smith	Episcopal Diocesan School.
		N. E. A., S. Ed. A., As. Coll. Sch. Mid. St.	Preparatory Department of Hood College.
50	1		Conducted by the Sisters of the Visitation.
120			
200			Connected with Notre Dame College.
40			Outdoor life.
			Playground Department and Primary School.
100	500		Simple, wholesome atmosphere.

Name	Class.	Head (with degrees)	Est.	Fac.
Location		Title	Tui.	L. of C.

SOUTHERN STATES

Blackstone Female Institute Blackstone, Va.	Bdg. Day	Dr. JAMES CANNON, Jr. Principal	1895	
Brandon Institute Basic, Va.	Bdg.	ELMER U. HOENSHEL, D.D. President	1913	9
The Chatham Episcopal Institute Chatham, Va.	Bdg. Day	ELIZABETH M. WILLIS, B.P. Principal	1892	12
Fauquier Institute for Girls and Young Ladies Warrenton, Va.	Bdg. Day	NELLIE V. BUTLER Principal	1860	
Fort Loudoun Seminary Winchester, Va.	Bdg. Day	KATHERINE R. GLASS President	1905 \$300	
Herndon Seminary Herndon, Va.	Bdg. Day	The Misses CASTLEMAN	1876	4
Hollins College Hollins, Va.	Bdg.	MATTY L. COCKE President	1842 \$425	
Marion College Marion, Va.	Bdg. Day	C. B. COX President	1873	
Mary Baldwin Seminary Staunton, Va.	Bdg. Day	E. C. WEIMAR Principal	1842 \$350	4 yrs.
Randolph-Macon Institute Danville, Va.	Bdg. Day	CHARLES G. EVANS, A.M. Principal	1898 \$300	21 12 yrs.
St. Anne's School Charlottesville, Va.	Bdg. Day	MARY H. DU VAL Principal	1910 \$300	20
Southern Female College Petersburg, Va.	Bdg.	ARTHUR K. DAVIS, A.M. President	1863 \$300	
Southern Seminary Buena Vista, Va.	Bdg.	Rev. E. H. ROWE Rev. J. S. ENGLE, A.M.	1867 \$295	
Stuart Hall Staunton, Va.	Bdg. Day	JANE C. HOWARD Principal	1843	
Sullins College Bristol, Va.	Bdg.	W. E. MARTIN, Ph.D. President	1869 \$275	
Sweet Briar College for Women Sweet Briar, Va.	Bdg.	EMILIE WATTS McVEA, A.M., Litt.D. President	1900	
Virginia Col. for Young Women Roanoke, Va.	Bdg.	MATTIE P. HARRIS President	1893	6 yrs.
Virginia Intermont College for Young Women Bristol, Va.	Bdg. Day	H. G. NOFFSINGER, A.B., A.M. President	1894 \$300	21 6 yrs.
Warrenton Country School Warrenton, Va.	Bdg. Day	LEA M. BOULIGNY Principal	1915 \$650	
Wirtland Seminary Oak Grove, Va.	Bdg. Day	Mrs. WM. D. WIRT Principal	1894 \$300	5 8 yrs.
Lewisburg Sem. & Cons. of Mus. Lewisburg, W. Va.	Bdg. Day	ROBERT H. ADAMS President	1812 \$280	16 6 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School ac. to	Departments and Special Features
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SOUTHERN STATES

400			College Preparatory. Methodist.
70			College Prep. Music. 21 acres.
120			College Preparatory. Music, Art, Expression, and Business Courses.
46			Limited home school.
100			Fine location in Shenandoah Valley.
25			Home School. Careful training.
78			Junior College Course for those coming to college unprepared.
			Junior College.
300			Unsurpassed climate. Modern equipment.
290 75%		As. Coll. Sch. So. St. Vassar, etc.	Music, Art, Expression. College Preparatory.
160			College preparation. Music, Art, Modern Languages emphasized.
50			Five buildings. Gymnasium. Social training.
120			In Blue Ridge Mountains. College Preparatory.
120			Diocesan School of Virginia.
180			Fine and healthful location. Music emphasized.
240			On 3000-acre estate. Strong Music Department.
			Strong faculty. Beautifully located.
202		Junior year Richmond College	Prep. and Junior College. Music a specialty.
20			Special Courses. College Prep.
40			College Prep. and Grammar Grades. Individual attention. Outdoor life.
130 87%	1	Agnes Scott, Goucher	In Alleghenies, 2300 ft. above sea. Variety of courses.

Name	Location	Class.	Head (with degrees)	Title	Est. Tui.	Fac. L. of C.
St. Hilda's Hall	Charles Town, W. Va.	Bdg. Day	MARIAH P. DUVAL	Principal	1915 \$400	12 4 yrs.
Stephenson Seminary	Charles Town, W. Va.	Bdg.	Mrs. C. N. CAMPBELL	Principal	1882	
Fassifern	Hendersonville, N.C.	Bdg.	KATE C. SHIPP		1907	
Mount Amoena Seminary	Mount Pleasant, N.C.	Bdg. Day	Rev. R. A. GOODMAN	President	1869	
St. Genevieve's College	Asheville, N.C.	Bdg. Day	Rev. MOTHER LORIN		1908 \$650	8
St. Mary's School	Raleigh, N.C.	Bdg. Day	Rev. GEO. W. LAY	Rector	1842	20
Salem Academy and College	Winston-Salem, N.C.	Bdg. Day	HOWARD E. RONDTHALER, Ph.B., D.D.	President	1802 \$325	
"Wildewood," Miss Jordan's Sch.	Montreat, N.C.	Bdg. Day	MARY M. JORDAN	Principal	1915 \$850	
Ashley Hall	Charleston, S.C.	Bdg.	MARY V. MCBEE, A.B., A.M.	Principal	1909 \$400	14 5 yrs.
The Gwyn School	Spartansburg, S.C.	Bdg.	ELSIE L. GWYN, A.B.	Principal	1910 \$350	4
Brenau College	Gainesville, Ga.		HAYWOOD J. PEARCE	President	1878	
Columbus Seminary	Columbus, Ga.	Bdg. Day	ROSA B. SNYDER, S.B.		1909 \$240	9 4 yrs.
Lucy Cobb Institute	Athens, Ga.	Bdg.	MISS Gerdine Miss BRUMBY		1858 \$390	
Pape School	Savannah, Ga.	Day	NINA A. PAPE	Principal	1901 \$125	13 12 yrs.
Shorter College	Rome, Ga.	Bdg. Day	A. W. VAN HOOSE	President	1877	26 3 yrs.
Washington Seminary	Atlanta, Ga.	Bdg. Day	L. D. SCOTT EMMA B. SCOTT		1878 \$500	22 4 yrs.
Woodberry Hall	149 Peachtree Circle, Atlanta, Ga.	Bdg. Day	ROSA WOODBERRY		1908	12
The Cathedral School	Orlando, Fla.	Bdg. Day	Rev. RODERICK P. COBB	Principal	1900	
Flagler Preparatory School	Cedar River, Jacksonville, Fla.	Bdg. Day	Mrs. LANGDON CASKIN	Principal	1914	
Miss Tebeau's Bdg. & Day Sch. for Girls	Gainesville, Fla.	Bdg. Day			1875	12 yrs.
Margaret Allen School	Birmingham, Ala.	Day	Miss V. M. ALLEN	Principal	1902	
El Paso School for Girls	El Paso, Tex.	Bdg. Day	ORA W. L. SLATER OLGA E. TAFEL		1910	9 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
		Class. As. of So. & Mid. St.	College Preparatory. Music a specialty.
60			
60		As. Coll. Sch. So. St.	
70			Lutheran School.
140			Individual attention. R. C.
			Episcopal. Good General Course.
100			Prep. Dept., Music, Art. Commercial studies.
			Beautiful location.
96 80%		Smith, Vassar, and So. Colls.	Outdoor life through the year.
41			Primary to College Preparatory.
			Prep. Course for girls over fourteen.
95 75%	30 1	S. Ed. A.	College Preparatory.
250			College Prep. and General. Gymnasium and swimming-pool.
90 90%	1	As. Coll. Sch. So. St. Vassar and So. Colls.	College Prep. Large playgrounds. Self-govt. Junior Civic League.
252			Prep. Department of Shorter College.
321 78%	375 1	As. Coll. Sch. So. St.	College Preparatory. Small classes.
75		Agnes Scott College	Episcopal. Grammar School Department. Athletics.
90			Episcopal Church School. Music, Art, Elocution, Physical Culture.
22			College Preparatory.
60			Diocesan School of Florida.
	101		10 boarding pupils. Coll. Prep.
			College-trained faculty.

Name	Location	Class.	Head (with degrees)	Title	Est. Tu.	Fac. L. of C.
The Whitis School	Austin, Tex.	Bdg. Day	MARY WHITIS	Principal	1900	
Hamilton College	Lexington, Ky.	Bdg. Day	E. W. MCDIARMID, A.M.	President	1869 \$85	28 6 yrs.
Logan College	Russellville, Ky.		J. W. REPASS	President		6 yrs.
Science Hill School	Shelbyville, Ky.	Bdg.	MRS. W. T. POYNTER, A.B.	Principal	1825 \$350	14
Louisville Collegiate School	Louisville, Ky.	Day	ADA S. BLAKE, A.B.	Principal	1915	9 12 yrs.
Columbia Institute	Columbia, Tenn.	Bdg.	Rev. W. B. CAPERS	President	1835	4 yrs.
Girls' Preparatory School	Chattanooga, Tenn.		GRACE E. MCCALLIE	Principal		
Martin College	Pulaski, Tenn.	Bdg. Day	W. T. WYNN, A.B.	President	1870 \$300	19 6 yrs.
St. Catherine's School for Girls	Bolivar, Tenn.		Dr. WARE	Principal		4 yrs.
St. Mary's School	Memphis, Tenn.	Bdg.	HELEN A. LOOMIS M. H. PAOLI		1874	
Ward-Belmont	Nashville, Tenn.	Bdg. Day	J. D. BLANTON	President	1912 \$500	60 6 yrs.

NORTH CENTRAL STATES

Bartholomew-Clifton School	Clifton, Cinn., Ohio	Bdg. Day	Miss B. A. ELY, A.M. M. F. SMITH		1874	
College Preparatory School	Cincinnati, Ohio	Day	MARY DOHERTY	Principal		
The Columbus School for Girls	Parsons Pl., Columbus, Ohio	Bdg. Day	ALICE GLADDEN, A.B. GRACE L. JONES, A.B.		1898 \$600	30
Harcourt Place School for Girls	Gambier, Ohio	Bdg.	Rev. J. STREIBERT, Ph.D.	Regent	1888 \$500	10 6 yrs.
Hathaway-Brown School	Cleveland, Ohio	Day	MARY E. RAYMOND, A.B., A.M.	Principal	1876 \$175	24 4 yrs.
The H. Thane Miller School	Avondale, Cinn., Ohio	Bdg. Day	Mrs. H. T. MILLER		1856	
Laurel School	10001 Euclid Ave., Cleve., Ohio	Day	Mrs. A. E. LYMAN	Head Mistress	1898	
Oakhurst	Walnut Hills, Cinn., Ohio	Day	HELEN F. KENDRICK	Principal	1892	6
Our Lady of Lourdes Academy	Cleveland, Ohio		SISTER M. SUPERIOR	Superior	1893 \$30	7 4 yrs.
The Smead School for Girls	Toledo, Ohio	Bdg. Day	ROSE ANDERSON, A.B. ELSIE G. ANDERSON		1884 \$550	12 4 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
130			
273 78%	849	Mt. Holyoke, Vassar, Smith, etc.	High School and Junior College Course.
			Junior College. Music, Art, Expression. Methodist.
140	250 1	Ky. Ed. As. Wellesley, Vassar, Smith, etc.	College Preparatory. Strong Music Department. Domestic Science.
60		Ky. St. Univ.	College Preparatory.
			Oldest chartered institution for the education of women in the South.
80		As. Coll. Sch. So. St. Smith	Preparatory and finishing.
210 80%	325 1	S. Ed. A., etc. Mt. Hol., Wellesley, Weal., etc.	Modern equipment. Lecture course.
60			Episcopal School.
100		Vassar	Episcopal School.
653 65%		Smith, Wellesley, Vassar, etc.	College Preparatory. Strong Music Department.

NORTH CENTRAL STATES

120 99%	450		Strong faculty.
		Hd. Mistr. As. Mid. W.	
257 90%	250	Head Mistr. As. Mid. W. Wellesley, Smith, Vassar, etc.	College preparation. Strong faculty. 15 enter college yearly.
35 50%	322 1	Wellesley, Vassar, etc.	Domestic Science and Art. Finishing Course. 8 acres. Athletics.
260 95%	349 1		Kindergarten through High School.
50			
200			
100 99%			College preparation. Music and Art emphasized.
220 80%	125 1		R. C. School. Music and Art emphasized.
90 85%	300 1	No. Cent. As. No. Cent. Colls.	Art and Music. Strong faculty. Large grounds.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
School of the Brown County Ursulines	St. Martin, Ohio	Bdg.	SISTER MONICA Directress	1845 \$300	16 12 yrs.
Elmhurst	R.F.D. 6, Connersville, Ind.	Bdg.	I. B. CRESSLER, A.B. CAROLINE L. SUMNER, A.B.	1909 \$1000	12 6 yrs.
St. Mary-of-the-Woods	St. Mary-of-the-Woods, Ind.	Bdg.	MOTHER SUPERIOR	1840 \$400	8 yrs.
St. Mary's College and Academy	Notre Dame, Ind.	Bdg.	SISTERS OF THE HOLY CROSS	1855	
Tudor Hall School for Girls	Indianapolis, Ind.	Day	FREDONIA ALLEN Principal	1902	
Akeley Hall	Grand Haven, Mich.	Bdg.	MARY H. YERKES Resident Principal	1887 \$500	10
The Liggett Schools	73 Stimson Pl., Detroit, Mich.	Day	Misses LIGGETT Head Mistresses	1878	
St. Mary's College and Academy	Monroe, Mich.	Bdg. Day		1845	
Acad. of the Illinois Women's Coll.	Jacksonville, Ill.		JOSEPH R. HARKER	1846	
Boyesen School	4961 Lake Ave., Chi., Ill.	Bdg. Day	AUGUSTA BOYSEN Principal		
Brooks School	Ashland Boulevard, Chi., Ill.	Day	EFFIE A. GARDNER Principal	1890 \$200	10 4 yrs.
The Chicago Institute	Chicago, Ill.	Day			
Chicago Latin School for Girls	59 Scott St., Chi., Ill.	Day	MABEL S. VICKERY President	1888	
The Faulkner School for Girls	Dorchester Ave., Chi., Ill.	Day	ELIZABETH FAULKNER, A.B. Principal	1909 \$225	24 4-5 yrs.
Ferry Hall	Lake Forest, Ill.	Bdg. Day	MARION COATS Principal	1869	
Frances Shimer School	Mt. Carroll, Ill.	Bdg. Day	Rev. W. P. MCKEE Dean	1853 \$400	18 6 yrs.
Geneseo Collegiate Institute	Geneseo, Ill.	Bdg. Day	N. W. THORNTON, A.M. Principal	1884 \$225	8 4 yrs.
Girton School for Girls	Winnetka, Ill.	Bdg. Day	FRANCIS K. COOKE Principal	1898 \$700	22 4 yrs.
Jennings Seminary	Aurora, Ill.	Bdg.	BERTHA A. BARBER, B.S. Principal	1859 \$225	12 4 yrs.
The Kenwood-Loring School	4600 Ellis Ave., Chi., Ill.	Bdg. Day	Mrs. S. D. LORING HELEN D. LORING	1876 \$800	16
Lake View Institute	442 Wellington Ave., Chi., Ill.	Bdg. Day	SARAH A. ANABLE		
Monticello Seminary	Godfrey, Ill.	Bdg.	MARTINA C. ERICKSON Principal	1835 \$500	27

Enr. '16 % ret.	Al. Al. As.	Principal; member of School ac. to	Departments and Special Features
50	400 1	Cath. Univ., Ohio St. Univ.	Eight courses. 300 acres of field and wood. R. C.
24 48%		Head Mistr. As. Mid. W. Smith, Vassar, etc.	In an old mansion on a farm. Limited to 24 pupils.
			Music, Art, Domestic Science.
350			R. C. School.
160			
		Wellesley, Univ. of Mich.	Episcopal School. Outdoor life.
400			Strong faculty and equipment.
180	450		R. C. Beautiful buildings. Collegiate and Academic Depts.
80			Methodist. College Preparatory.
			Christian Science School.
65			Boys in Lower School. Man. Train., Physical Culture.
			Prep. School of Chicago Univ.
			High standard of scholarship.
225 80%	36 1	Wellesley, Smith, Vassar	Strong faculty and equipment. Coop. with Univ. of Chicago.
100			Prep. School and Junior College.
140		No. Cent. As. All Colls.	Modern equipment. Prep. and Jr. Coll.
100			Coeducational.
84 70%	219 1	Smith, Vassar, etc.	Fine equipment. Out-of-door sports emphasized.
121 60%	1	No. Cent. As.	Spec. Courses in Music and Elocution.
175			Individual attention.
75			
140 90%		No. Cent. As., Wellesley, Smith, etc.	Oldest girls' school in the West.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
Roycemore	Evanston, Ill.	Day	JULIA S. HENRY Principal	1915 \$250	13 10 yrs.
St. Anne's Academy	St. Anne, Ill.	Bdg. Day	SISTERS OF CONGREG. OF NOTRE DAME		
St. Mary's	Knoxville, Ill.		EMMA P. HOWARD Principal	1868	
Starrett School for Girls	47th St., Chi., Ill.	Day	Mrs. H. E. STARRETT Principal	1884 \$750	
Waterman Hall	Sycamore, Ill.	Bdg.	Rev. B. F. FLEETWOOD Rector	1888 \$400	10 4 yrs.
Grafton Hall	Fond du Lac, Wis.	Bdg.	REGINALD H. WELLER President	1894 \$100	18 8 yrs.
Hillcrest School	Beaver Dam, Wis.	Bdg.	SARAH M. DAVISON Principal	1910	
Kemper Hall	Kenosha, Wis.	Bdg.	MOTHER M. CLARE		
Milwaukee-Downer Seminary	Milwaukee, Wis.	Bdg. Day	ELLEN C. SABIN, A.M. President	1895	
The Acad. of Albert Lea College	Albert Lea, Minn.		GERTRUDE S. KINGSLAND Dean	1884	4 yrs.
Bethléhem Academy	Faribault, Minn.				
College of St. Catherine	St. Paul, Minn.		SISTERS OF ST. JOSEPH	1905	
Northrop Collegiate School	Minneapolis, Minn.	Bdg. Day	ELIZABETH CARSE, A.M. Principal	1900	
Miss Loomis' School	St. Paul, Minn.	Day	ANNIE J. LOOMIS Principal		
Lutheran Ladies' Seminary	Red Wing, Minn.			1892	
Oak Hall	578 Holly Ave., St. Paul, Minn.	Bdg. Day	Mrs. C. H. BACKUS Principal	1885 \$800	12
St. Mary's Hall	Faribault, Minn.	Bdg.	CAROLINE W. EELLS Principal	1866	
Stanley Hall	Pleasant Ave., Minn., Minn.	Bdg. Day	OLIVE A. EVERS Principal	1890 \$700	27 4 yrs.
College of Saint Scholastica	Duluth, Minn.	Bdg. Day	Rt. Rev. J. MCCOLRICK	1892	
Oak Grove Lutheran Ladies' Seminary	Fargo, N.D.	Bdg.	J. E. FOSSUM	1906	
All Saints School	Sioux Falls, S.D.	Bdg.	HELEN S. PEABODY Principal	1885	
St. Katherine's	Davenport, Ia.		SISTER ESTHER Sister Superior	1884 \$500	20 15 yrs.

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
			Boys in Lower School.
			R. C. School.
			Affiliated with St. Martha's Sch. for little girls.
		Vassar, Smith, Wellesley	From Kindergarten through College Preparatory.
70			Church School.
65 51%	162 1	Wellesley, Vassar, etc.	New buildings. Modern equipment.
			For little girls. Home life.
120		Eastern Colls.	Primary, Preparatory, and Collegiate.
150			High academic standard.
110			Presbyterian.
120			R. C. School.
150	175		R. C. School. Offers equivalent of High School and College Courses.
200			Boys in lower grades.
90			
141			Department of Music emphasized. Largely Scandinavian.
200		Vassar, Wellesley, etc.	College Preparatory.
80			Strong church influence.
164 85%		N. E. A. Wellesley, Vassar, etc.	Music and Art emphasized. School of Home Economics, Fine Arts, etc.
120		Cath. Univ., Wash. D.C., U. of M.	R. C. School.
100			Largely Scandinavian.
100			Episcopal.
110 80%	200 1	Smith, Vassar, etc.	Music emphasized.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
Miss Barstow's School	Westport Ave., Kans. City, Mo.	Bdg. Day	ROSE A. WITHAM		
Hardin College and Conserv'y	Mexico, Mo.	Bdg.	JOHN W. MILLION President	1873	
Hosmer Hall	Wash. Boulevard, St. Louis, Mo.	Bdg. Day	MARY J. WHITE, A.M. Principal	1884	7
Lenox Hall	Univ. City, St. Louis, Mo.	Bdg. Day	Mrs. M. L. THOMAS Principal	1907 \$600	24
Lindenwood	St. Charles, Mo.	Bdg. Day	JOHN L. ROEMER, D.D. President	1831 \$500	20 4 yrs.
Mary Institute	Lake & McP. Aves., St. Louis, Mo.	Day	EDMUND H. SEARS, A.B., A.M. Principal	1859	32
Stephens Junior College	Columbia, Mo.		JAMES M. WOOD Head Master	1856	
William Woods College	Fulton, Mo.	Bdg.	JOSEPH A. SERENA President	1890 \$350	24 6 yrs.
Brownell Hall	10th St., Omaha, Neb.	Bdg. Day	EUPHEMIA JOHNSON Principal	1863 \$550	24 7 yrs.
Wolcott School	Denver, Col.	Bdg. Day	J. D. S. RIGGS, Ph.D., L.H.D. Principal	1898 \$650	25 12 yrs.

PACIFIC COAST STATES

The Annie Wright Seminary	Tacoma, Wash.		ADELAIDE PRESTON Principal	1884	
The St. Nicholas School	Seattle, Wash.	Day	EDITH DABNEY, A.B. Principal	1910	
St. Paul's School for Girls	Walla Walla, Wash.	Bdg. Day	NETTIE M. GALBRAITH Principal	1872	
St. Margaret's Hall	Boise, Ida.	Bdg. Day	LEONORA COX, B.S. Principal	1892	
New Jersey Academy	Logan, Utah	Bdg. Day	FAITH H. HAINES, A.B. Acting Principal	1878	6 6 yrs.
Rowland Hall	Salt Lake City, Utah		GEORGINA HUMPHREYS Principal	1880 \$500	17 4 yrs.
Angeles Vista School	Los Angeles, Cal.	Bdg. Day	ORIL WING Principal	1908	
The Bishop's Schools	San Diego & La Jolla, Cal.	Bdg. Day	Mrs. A. D. MACLEAN Principal	1910	
Miss Burke's School for Girls	Broderick St., San Fran., Cal.	Day	KATHARINE BURKE Principal		
Castilleja School	Palo Alto, Cal.	Bdg. Day	MARY I. LOCKEY, A.B. Principal	1907 \$1000	23 4 yrs.
Dominican College	San Rafael, Cal.		SISTERS OF DOMINICAN ORDER	1890	

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
50			
200	800		College-trained faculty.
50			College preparation. Strong faculty. Outdoor life.
102 42%	103 2	No. Cent. As.	Experienced college-trained faculty. New bldg. City advantages.
182 30%	509	No. Cent. As. Smith, Vas., etc.	College-trained faculty. New Gym- nasium and Conservatory of Music.
491		No. Cent. As.	College Preparatory.
225			Prep. School and Junior College.
177 43%	392 1	No. Cent. As.	School of Art, Music, Expression, Home Economics.
106 67%	279 1	No. Cent. As.	Episcopal. Junior, Academic, and Post-graduate Departments.
210 69%	259 1	Smith, Vassar, Wellesley, etc.	College preparation emphasized.

PACIFIC COAST STATES

100			College Preparatory and Intermediate Courses.
100			College-trained faculty.
			Episcopal.
125			Episcopal.
60		As. Coll. Alumni.	Presbyterian.
125 65%	164	Vassar, Smith, etc.	Strong specialized faculty.
100			Outdoor life and sports.
			Episcopal. Day School at San Diego. Boarding School at La Jolla.
160 75%	104 1	U. of Cal., Stanford, Welles., etc.	Four new buildings. Outdoor life. Music. Domestic Science.
			R. C. School. School of Music.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
Girls' Collegiate School	Los Angeles, Cal.	Bdg. Day	ALICE K. PARSONS JEANNE W. DENNEN	1892 \$800	15 6 yrs.
Hamlin School	Pacific Ave., San Fran., Cal.	Bdg. Day	SARAH D. HAMLIN Principal		10
Miss Harker's School	Palo Alto, Cal.	Bdg. Day	CATHERINE HARKER Principal	1902 \$900	14 4 yrs.
Miss Head's School	Berkeley, Cal.	Bdg. Day	MARY E. WILSON Principal	1887 \$800	28 4 yrs.
The Hollywood Sch. for Girls	Hollywood, Cal.	Bdg.	SOPHIE S. HOGAN LOUISE KNAPPEN		
The Horton School	Oakland, Cal.	Day	SARAH W. HORTON Principal	1884	
Huntington Hall	South Pasadena, Cal.	Bdg.	FLORENCE HOUSEL President	1905	
Los Robles School	Pasadena, Cal.	Bdg. Day	BLANCHE BUNNELLE Principal	1900 \$900	7
The Marlborough	5029 W. 3rd St., Los Angeles, Cal.	Bdg. Day	Mrs. G. A. CASWELL Principal	1889	
Elizabeth Murison School	Clay & Pierce Sts., San Fran., Cal.	Bdg. Day	ELIZABETH L. MURISON		
The Orton School	Pasadena, Cal.		ANNA B. ORTON Principal	1890	6 yrs.
Miss Ransom and Miss Bridges' Sch. for Girls	Piedmont, Cal.	Bdg. Day	MARION RANSOM EDITH BRIDGES	1906	20
St. Catherine's School	636 W. Adams St., Los Ang., Cal.	Bdg. Day	MAUDE THOMAS MISS MOSGRAVE	1910 \$650	
The Watson School	Oakland, Cal.	Bdg. Day	Mrs. C. L. WATSON	1908	
Westlake School for Girls	Alvarado St., Los Angeles, Cal.	Bdg. Day	FREDERICA H. DE LAGUNA, A.M. JESSICA S. VANCE, A.M.	1904	

Enr. '16 % ret.	Al. Al. As.	Principal; member of School acr. to	Departments and Special Features
140 70%	344 2	Smith, Vassar, etc.	Technical School. School of Music. College-trained faculty. New bldg.
100			Boys in Elementary Department.
107 57%	1	Stanford, Vassar, etc.	Montessori Department. Music. Strong faculty.
144 57%	310 1	Univ. of Cal., Stanford, etc.	Four buildings. Music Department. Strong faculty.
			Recitations outdoors.
			Kindergarten to College Preparatory.
40			Fine equipment. Excellent location.
155	400		English emphasized.
70			Much outdoor life. Riding. Tennis. Sleeping porches.
100			New buildings.
100			Prepares for secondary schools. Out- door life.
			Primary to College Grades.
180		Vassar, Smith, Wellesley	Primary to College Grades.

COEDUCATIONAL

NEW ENGLAND

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
Berwick Academy	South Berwick, Me.	Bdg. Day	ERNEST L. GRAY Head Master	1791	4 yrs.
Bridgton Academy	N. Bridgton, Me.	Bdg.	A. W. ABBOTT Principal	1808	Bd. of Trus.
Bluehill-George Stevens Acad.	Bluehill, Me.	Day	FRANK H. JEWETT, A.B. Principal	1803	Bd. of Trus.
Coburn Classical Institute	Waterville, Me.	Bdg. Day	D. T. HARTHORN, A.M. Principal	1829 \$45	4 yrs. Bd. of Trus.
E. Corinth Academy	E. Corinth, Me.	Day	R. T. COFFEY, B.S. Principal	1843	
Foxcroft Academy	Foxcroft, Me.	Day	HERBERT S. HILL Principal	1823	4 yrs. Bd. of Trus.
Fryeburg Academy	Fryeburg, Me.		ERNEST E. WEEKS Principal	1792	4 yrs.
Gould's Academy	Bethel, Me.	Bdg. Day	FRANK C. HANSCOM, A.M. Principal	1836	Bd. of Trus.
Greeley Institute	Cumberland Center, Me.	Day	DANA S. JORDAN, A.B. Principal	1868	
Hebron Academy	Hebron, Me.	Bdg.	W. E. SARGENT, A.M. Principal	1804	Bd. of Trus.
Lincoln Academy	New Castle, Me.	Bdg. Day	Mr. BRIGGS Principal	1805	4 yrs.
Maine Central Institute	Pittsfield, Me.	Bdg.	S. R. OLDEHAM, A.B. Principal	1866 \$30	4 yrs. Bd. of Trus.
The Maine Wesleyan Seminary	Kent's Hill, Me.	Bdg. Day	J. O. NEWTON, A.B. President	1824 \$30	
North Yarmouth Academy	Yarmouth, Me.	Bdg. Day	J. O. HALL, Jr., A.B. Principal	1814 \$250	4 yrs. Bd. of Trus.
Oak Grove Seminary	Vassalboro, Me.	Bdg.	L. T. JONES, A.M., Ph.D. Principal	1850 \$230	Bd. of Trus.
Pennell Institute	Gray, Me.	Day	MELVILLE C. SMART, A.M. Principal	1876	
Thornton Academy	Saco, Me.	Bdg. Day	ERNEST R. WOODBURY, A.M. Principal	1813	
Westbrook Seminary	Portland, Me.	Bdg. Day	C. P. QUIMBY, A.B., A.M. President	1831 \$250	4 yrs. Bd. of Trus.
Brewster Academy	Wolfeboro, N.H.	Bdg. Day	CHARLES W. HALEY Principal	1887 Free	4 yrs. Bd. of Trus.

SCHOOLS

NEW ENGLAND

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
		90	in all	
2	3	77	in all	Endowed.
	2	70	in all	
3	5	62	50	Fine new athletic field. Location.
3		80	in all	
		140	in all	On banks of Piscataquis River.
		130	in all	
5		100	in all	College Prep.
	2	54	in all	College Prep. Agricultural Course.
7	6	250	in all	Preparatory for college.
				Local patronage.
4	7	130	120	Inter-scholastic athletics. Debating, Normal Training, Domestic Science.
8	8	225	in all	Large farm. Agricultural Course. Music. Business Course.
2	2	17	24	Fine new laboratory.
3	4	36	35	Close to Maine's forests. New Gymnasium. Closed during the war.
3		18	31	
13	in all	173	in all	Large endowment.
4	8	120	in all	Notable alumni.
9	in all	158	in all	N. E. College Preparatory. Endowed.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
Colby Academy	New London, N.H.	Bdg. Day	J. O. WELLMAN, A.B. Principal	1837 \$50	4 yrs. Bd. of Trus.
Kimball Union Academy	Meriden, N.H.	Bdg.	C. A. TRACY, B.L. Principal	1813 \$275	4 yrs. Bd. of Trus.
New Ipswich Appleton Academy	New Ipswich, N.H.	Day	H. W. LEWIS	1789	
N. H. Literary Institution	New Hampton, N.H.	Bdg. Day	FRANK W. PRESTON, A.M. CLARENCE L. JOY, A.B.	1821	Bd. of Trus.
Proctor Academy	Andover, N.H.	Bdg. Day	F. T. CLAYTON, A.M. Principal	1881 \$400	
Sanborn Seminary	Kingston, N.H.	Bdg. Day	Z. WILLIS KEMP, Ph.D. Principal	1883 \$40	Bd. of Trus.
Tilton Seminary	Tilton, N.H.	Bdg. Day	GEO. L. PLIMPTON Principal	1845	
Burr & Burton Seminary	Manchester, Vt.	Bdg.	JAMES BROOKS Principal	1829	Bd. of Trus.
Montpelier Seminary	Montpelier, Vt.	Bdg. Day	Rev. JOHN W. HATCH Principal	1832	4 yrs.
St. Johnsbury Academy	St. Johnsbury, Vt.	Bdg. Day	M. G. BENEDICT Principal	1843	
Troy Conference Academy	Poultney, Vt.	Bdg.	C. L. LEONARD, A.B., D.D. Principal	1834 \$350	4 yrs. Bd. of Trus.
The Buckingham School	2 Buck. Pl., Cambridge, Mass.	Day	KATH. M. THOMPSON, A.B. Principal	1902 \$175	Incorp.
The Chestnut Hill School	Chestnut Hill, Mass.	Day	MARTHA A. CUSHMAN Head Mistress	1893 \$225	
Cushing Academy	Ashburnham, Mass.	Bdg. Day	H. S. COWELL, A.M. Principal	1875	
Dean Academy	Franklin, Mass.	Bdg. Day	A. W. PEIRCE, Litt.D. Head Master	1865 \$350	4 yrs. Bd. of Trus.
Derby Academy	Hingham, Mass.	Day	Mrs. MARITA M. BURDETT Principal	1784 \$54	Bd. of Trus.
Miss Park's School	Brookline, Mass.	Day	JULIA B. PARK, A.B. Principal	1887	
Thayer Academy	Braintree, Mass.	Day	WM. GALLAGHER Head Master	1877	
The East Greenwich Academy	East Greenwich, R.I.	Bdg.	SAM. W. IRWIN, S.T.B.	1802	Bd. of Trus.
The Moses Brown School	Providence, R.I.	Bdg. Day	SETH K. GIFFORD, Ph.D. Principal	1784 \$600	12 yrs. Friends Soc.
The Gilbert School	Winsted, Conn.	Day	WALTER D. HOOD, A.B. Principal	1895	
The Norwich Free Academy	Norwich, Conn.	Day	HARRY A. TIRRELL, A.M. Principal	1854 \$60	4 yrs. Bd. of Trus.

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
6	5	77	58	Separate department for young boys. Lecture course. Excellent laboratories.
5	4	70	60	Healthful location. New Dormitory and Gymnasium.
				Dormitory for girls.
6	3	140	in all	Eminent alumni. Endowed.
				General Courses.
2	6	112	in all	New Dormitory for Girls. College-trained faculty.
				Seven buildings. Separate building for young boys.
6	in all	120	in all	Acc. N. E. Board of Examinations. Endowed.
		170	in all	College preparation emphasized.
				College preparation emphasized.
5	12	175	175	Modern equipment. Strong faculty.
13	in all	118	in all	For young girls and boys.
9	in all	76	in all	Prep. for Secondary Schools.
				Six modern buildings.
8	10	130	110	Domestic Science Course. Swimming pool.
7	in all	84	in all	In a fine old building. Prep. for Secondary Schools. Sewing. Drawing.
	11	99	in all	For young boys and girls.
		120	in all	
		150	in all	Military Drill, Athletics. College Prep., Commercial, Music Courses.
13	12	230	16	Separate Department for young boys. Standing of Graduates in College.
		270	in all	Private High School.
7	20	635	in all	Private High School.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
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MIDDLE STATES AND MARYLAND

Adelphi Academy Lafayette Ave., Brooklyn, N.Y.	Day	E. C. ALDER, A.B., A.M. Principal	1863 \$180	13 yrs. Incorp.
The Cazenovia Seminary Cazenovia, N.Y.	Bdg. Day	CHARLES E. HAMILTON, A.M., D.D. President	1824 \$350	4 yrs. Bd. of Trus.
The Cook Academy Montour Falls, N.Y.	Bdg. Day	EMIL HANKE, A.B. Principal	1872 \$400	4 yrs. Baptist
Country Home School Chappaqua, N.Y.	Bdg.	Mrs. J. COX, B.L., D.So. Directress	1910 \$400	Private
Ethical Culture School Central Park West, N.Y. City	Day	FRANKLIN C. LEWIS, M.A. Superintendent	1878 \$300	13 yrs. Incorp.
Friends Academy Locust Valley, L.I., N.Y.	Bdg. Day	NELSON A. JACKSON, A.B. Principal	1876	
Friends School Schermerhorn St., Brooklyn, N.Y.	Day	J. L. CARVER, A.M., Ph.D. Principal	1867 \$200	13 yrs. Bd. of Trus.
Friends Seminary 226 E. 16th St., N.Y. City	Day	E. B. RAWSON, B.S., Pd.M. Principal	1861 \$250	4 yrs. Bd. of Trus.
Genesee Wesleyan Academy Lima, N.Y.	Bdg. Day	E. D. SHEPARD, A.B., D.D. President	1832 \$250	4 yrs. Bd. of Trus.
Hartwick Seminary Hartwick, N.Y.	Bdg. Day	J. G. TRAVER Principal	1797 \$200	Lutheran
The Oakwood Seminary Union Springs, Cayuga, N.Y.	Bdg. Day	W. J. REGAN Principal	1796 \$275	Friends
Palmer Institute-Starkey Sem. Lakemont, Yates Co., N.Y.	Bdg. Day	M. SUMMERBELL President	1839 \$300	
Roger Ascham School White Plains, N.Y.	Day	Mrs. JOSEPH ALLEN	1910 \$250	14 yrs.
Staten Island Academy New Brighton, L.I., N.Y.	Day	FRANK R. PAGE Head Master	1887 \$190	Bd. of Trus.
Hasbrouck Institute Jersey City, N.J.		C. C. STIMETS, A.M. Principal	1856	
Hoboken Academy Hoboken, N.J.	Day	WM. C. RAYMOND, Pd.M. Principal	1860 \$180	Bd. of Trus.
Short Hills School Short Hills, N.J.	Day	H. F. TWITCHELL	1902 \$300	
The Spining School South Orange, N.J.	Day	HARRIET M. SPINING, A.M. Principal	1900	12 yrs.
Abington Friends School Jenkintown, Pa.	Day	Mrs. L. L. KELLOGG Principal	1887 \$300	
The Easton Academy Easton, Pa.	Day	SAMUEL R. PARK Principal	1884	
Friends Central School 15th & Race Sts., Phila., Pa.	Day	JOHN W. CARR, M.A., Ph.D. Principal	1845 \$200	Friends

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
MIDDLE STATES AND MARYLAND				
12	35	320	360	College Prep., Commercial, Household Science.
5	7	71	79	College-trained faculty.
8		93		Girls admitted as day students only. Military Drill.
1	2	4	6	Home atmosphere. Outdoor freedom.
16	51	286	451	Open-air Department. Recreation Field with Outdoor Gymnasium Equipment.
		100	in all	College Preparatory and General.
17	2	120	88	New building. Eleven outdoor class-rooms on roof.
3	13	74	76	
7	11	104	125	College preparation emphasized.
5	2	38	22	Course in Lutheran Theology.
		80	in all	College preparation emphasized.
4	6	71	in all	Fine location. Individual care. Large library and splendid apparatus.
12	in all	118	in all	Country Day School.
5	15	120	128	Complete equipment. Boy Scout and Camp Fire movement utilized.
		200	in all	College Preparatory.
3	9	160	in all	From kindergarten to college preparation. German taught in all grades.
		115	in all	Country School.
1(2)	4(7)			Religion taught practically. Americanism fostered. Individual and group work.
		100	in all	College preparation thorough.
		150	in all	
26	in all	700	in all	Largely girls. Children of Alumni.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
Friends' Select School	Philadelphia, Pa.	Day	W. W. HAVILAND Principal	1689 \$175	12 yrs. Friends
George School	Bucks Co., Pa.	Bdg.	GEO. A. WALTON, A.M. Principal	1893 \$450	5 yrs.
Germantown Friends School	Germantown, Pa.	Day	STANLEY R. YARNALL, A.M. Principal	1845 \$175	12 yrs. Bd. of Dir.
Keystone Academy	Factoryville, Pa.	Bdg.	BENJ. F. THOMAS, A.M. Principal	1868 \$300	
The New Bloomfield Academy	New Bloomfield, Pa.	Bdg. Day	D. C. WILLARD, A.B. Principal	1838	
Perkiomen Seminary	Pennsburg, Pa.	Bdg. Day	Rev. O. S. KRIEBEL, A.M., D.D. Principal	1892 \$400	Bd. of Trus.
Williamsport Dickinson Sem'y	Williamsport, Pa.	Bdg. Day	Rev. B. C. CONNER, D.D. President	1848 \$400	Methodist
Blue Ridge College Academy	New Windsor, Md.		Rev. P. H. BOWMAN, A.B. President	1899 \$198	
Friends School	Baltimore, Md.	Day	EDWARD C. WILSON, B.S.	1899 \$175	13 yrs. Friends
Sidwells' Friends School	1811 I St., Washington, D.C.	Day	THOMAS W. SIDWELL, A.M. FRANCES H. SIDWELL, A.B.	1883 \$200	12 yrs.

SOUTHERN STATES

Shenandoah Collegiate Institute	Dayton, Va.	Bdg.	J. H. RUEBUSH General Manager	1875	
Academy of Davis & Elkins Coll.	Elkins, W. Va.	Bdg. Day	JAMES E. ALLEN President	1904	3 yrs.
Gibson-Mercer Institute	Bowman, Ga.	Bdg.	J. P. CASH Principal	1892	Baptist
The Hearn Academy	Cave Spring, Ga.	Bdg.	W. H. McDANIEL, B.S. President	1838	Baptist
Locust Grove Institute	Locust Grove, Ga.	Bdg. Day	CLAUDE GRAY, A.B. Principal	1894	Baptist
North Ave. Presb. Ch. Day Sch.	Atlanta, Ga.	Day	SARAH CONVERSE Principal	1909	12 yrs. Presb.
Reinhardt College	Waleska, Ga.	Bdg.	R. C. SHARP, A.B. President	1883	12 yrs.
Sparks Collegiate Institute	Sparks, Ga.	Bdg.	Rev. A. W. REES, A.B. President	1902	Methodist
Young L. G. Harris College	Young Harris, Ga.	Bdg.	Rev. J. O. SHARP, A.B. President	1887	6 yrs. Methodist
The Academy of Rollins College	Winter Park, Fla.	Bdg.	GEO. M. WARD, D.D., LL.D. President	1885 \$200	4 yrs.
Cumberland College	Williamsburg, Ky.		E. E. WOOD, A.M. President	1888 \$23.50	7 yrs.

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
5	17	100	200	Large Elementary Department. Coll. Prep. Cooking. Manual Training.
26	in all	118	110	Modern equipment. Athletics supervised by faculty.
7	21	196	254	Large library. Five buildings.
				Mountainous location.
		150	in all	Business. Normal. Music. Junior Dept. emphasized.
10	5	150	100	Small classes. Coll. Prep., Music, Expression, Business, Domestic Science. Personal attention.
9	11	86	47	College preparation. Wide range of courses.
12	in all	49	34	Agriculture. Business. Music. Art. Lect. Co.
34	in all	395	in all	As. Coll. Sch. Mid. St.
18	in all	247	in all	Playground and Country Club House.

SOUTHERN STATES

		600	in all	Music Department emphasized.
		140	in all	Tutorial System.
		90	60	
				Endowed.
		200	in all	As. Coll. Sch. So. St.
	10	250	in all	College-trained faculty.
10	in all	330	in all	Military Drill required of all boys.
12	in all	55	in all	
		80	in all	
20	in all	495	in all	Lecture Course. Thorough work. Low tuition.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
Carson and Newman College	Jefferson City, Tenn.	Bdg.	J. M. BURNETT President	1851	4 yrs.
Price-Webb School	Lewisburg, Tenn.	Day	E. T. PRICE Principal	1912	
Isidore Newman Manual Tr. Sch.	New Orleans, La.		C. C. HENSON Principal	1903	
Meridian College	Meridian, Miss.	Bdg.	JOHN W. BEESON MALCOLM A. BEESON		
San Marcos Baptist Academy	San Marcos, Tex.		J. V. BROWN President	1906	7 yrs. Baptist

NORTH CENTRAL STATES

University School	Avondale, Cinn., Ohio		W. E. STILWELL, A.B., A.M. Head Master	1903	13 yrs.
Wooster Academy	Wooster, Ohio	Bdg.	J. H. DICKASON, A.M. Principal		4 yrs.
Central Academy	Plainfield, Ind.		SIMON N. HESTER Principal	1878	Friends
Calvin College	Grand Rapids, Mich.		A. J. ROOKS, A.M. Principal	1876	
Ferris Institute	Big Rapids, Mich.	Bdg.	WOODBIDGE N. FERRIS Principal		
Spring Arbor Seminary	Spring Arbor, Mich.	Bdg.	H. S. STEWART Principal	1873	
Waverly Home and Day School	79 Rosedale Ct., Detroit, Mich.	Bdg. Day	GEO. L. BIXBY, M.S. Director	1913 \$500	8 yrs. Private
Elgin Academy	Elgin, Ill.	Bdg. Day	ERNEST PUTNAM CLARK Principal	1839 \$60	6 yrs.
Evanston Academy	Evanston, Ill.	Bdg. Day	E. W. MARCELLUS, A.B. Principal	1860 \$110	4 yrs.
The Francis W. Parker School	Webster Ave., Chicago, Ill.	Day	FLORA J. COOK Principal		
Grand Prairie Seminary	Onarga, Ill.	Bdg. Day	HUBERT PHILLIPS, A.B., A.M. President	1863 \$54	4 yrs.
St. Patrick's Academy	Momence, Ill.	Bdg.	SISTERS OF SACRED HEART OF MARY		
The Shurtleff Academy	Alton, Ill.		GEORGE M. POTTER President	1827	Baptist
Southern Collegiate Inst. Acad.	Albion, Ill.		F. B. HINES Principal	1891	
The University High School	58th St., Chicago, Ill.	Day	FRANKLIN W. JOHNSON Principal	1903	
Whipple Academy	Jacksonville, Ill.		CHARLES H. RAMMELKAMP, Ph.B. President	1869	4 yrs. Trustees

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
		200	in all	
		100	in all	
24	in all	400	in all	Kindergarten, Elementary, and High School.
		130	200	Music, Art, Domestic Science.
		250	in all	Music emphasized.

NORTH CENTRAL STATES

20	in all	225	in all	Complete Education.
				Preparatory Department of Wooster College.
				Under control of Friends' Church.
		175	in all	School of the Christian Reformed Church.
		1350	in all	Elementary and Preparatory Departments.
		120	in all	Free Methodist.
3	in all	16	in all	Individual attention. For Christian Scientists.
7	in all	50	in all	No. Cent. As. 2000 alumni.
20	in all	380	in all	Equipment. Location.
10		100	in all	Preparatory to Northwestern Univ.
				R. C. School for young boys.
		36	in all	Prep. Dept. of Shurtleff College. Baptist.
		100	in all	Congregational.
40	in all	400	in all	On Univ. of Chicago grounds.
3	in all	47	in all	Endowed. Prep. Dept. of Illinois College.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
Evansville Sem'y and Junior Col.	Evansville, Wis.	Bdg. Day	RICHARD R. BLEWS, Ph.D. President	1855 \$48	6 yrs.
German-English Academy	558 Broadway, Milwaukee, Wis.	Day	MAX GRIEBSCH Director	1851	
Wayland Academy	Beaver Dam, Wis.	Bdg.	EDWIN P. BROWN, A.B. Principal	1855 \$300	4 yrs.
Pillsbury Academy	Owatonna, Minn.	Bdg.	MILO B. PRICE, Ph.D. Principal	1877	4 yrs.
Jewell Lutheran College	Jewell, Ia.	Bdg.	K. O. EITTREIM President	1893	4 yrs.
Morningside Academy	Sioux City, Ia.		E. A. BROWN, A.B., A.M. Principal	1894	
Penn College Academy	Oskaloosa, Ia.	Day	CHARLES L. COFFIN Principal	1864	
Ottawa University Academy	Ottawa, Kan.	Day	LULU M. BROWN, A.M. Principal	1885	4 yrs. Baptist
Southwestern Academy	Winfield, Kan.		ARTHUR L. STICKEL Principal	1885	
Washburn Academy	Topeka, Kan.		WILSON C. WHEELER Principal	1865	
The Principia	Principia Park, St. Louis, Mo.	Bdg. Day	Mrs. MARY K. MORGAN Principal	1898	
Salt Lake Collegiate Institute	Salt Lake City, Utah	Bdg. Day	Dr. H. W. REHERD Principal	1875	

PACIFIC COAST STATES

Seattle Seminary and College	Seattle, Wash.				4 yrs.
Portland Academy	Portland, Ore.	Bdg.	JAMES F. EWING Principal	1889	11 yrs.
Polytechnic Elementary School	Pasadena, Cal.	Day	GRACE HENLEY Principal	1907	Bd. of Trus.
Washburn School	San José, Cal.	Day	MARY E. MEYRICK Principal	1894	12 yrs.

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
9	in all	200	in all	Free Methodist.
		200	in all	Normal School.
13	in all	130	in all	Baptist. No. Cent. As. 400 alumni.
15	in all	200	in all	Music Department. Military Drill.
		125	in all	Methodist Episcopal. Prep. Dept. of Morningside College.
		170	in all	Prep. Dept. of Penn College.
		100	in all	Prep. Dept. of Ottawa University.
		70	in all	Prep. Dept. of Southwestern College.
				Congregationalist.
		200	in all	Christian Science School. Military drill.
		100	in all	Presbyterian. Prep. Dept. of Westminster College.

PACIFIC COAST STATES

		200	in all	Free Methodist.
		300	in all	Endowed. College Prep.
				Industrial Arts. Wood work. Cooking.
				Prepares especially for Leland Stanford University.

MUSIC

NEW ENGLAND

Name	Head (training)	Est.	Fac.	Enr.	L. of C.
Location	Title	Tul.	Fac. F. T.	F. T.	Al.
Faelten Pianoforte School 30 Huntington Ave., Boston, Mass.	CARL FAELTEN Director	1897 \$180	12 8	600 700	4 yrs. 154
Fox-Buonamici Sch. of Piano- forte Playing Boston, Mass.	FELIX FOX CARLO BUONAMICI	1908	11	165	
N. E. Conservatory of Music Huntington Ave., Boston, Mass.	GEORGE W. CHADWICK Director	1853 \$275	125 123	2800 2400	4 yrs. 1401
The New Haven School of Music New Haven, Conn.	HAROLD HUNI Director	1911 \$40	6 6	160	

MIDDLE STATES AND MARYLAND

The Am. Inst. of Applied Music 212 W. 59th St., N.Y. City	KATE S. CHITTENDEN	1900	29	400	
Crane Normal Institute of Music Potsdam, N.Y.	JULIA E. CRANE Principal	1884 \$240	10	70	3 yrs.
The Elinor Comstock Sch. of Mus. 1000 Madison Ave., N.Y. City	ELINOR COMSTOCK Principal	1914 \$1500	9		
The Inst. of Mus. Art of N.Y. 120 Claremont Ave., N.Y. City	FRANK DAMROSCH, Mus.D. Director	1905 \$150	67 18	605 498	3 yrs. 445
The Ithaca Cons. of Music Ithaca, N.Y.	W. G. EGBERT, Mus.M. President	1892 \$100	40 30	530 350	4 yrs. 226
New York College of Music 128 E. 58th St., N.Y. City	CARL HEIN President	1878	42	500	2 yrs.
New York School of Music & Arts Cent. Park W., N.Y. City	RALFE L. STERNER Director	1901	27	238	
Syracuse University Syracuse, N.Y.	GEORGE A. PARKER Dean	1873 \$150		783	
The von Ende School of Music 44 W. 85th St., N.Y. City	HERWEGH VON ENDE Director	1910	35	300	
Combs Broad St. Cons. of Music 1327 S. Broad St., Phila., Pa.	GILBERT R. COMBS Director	1885	60	1500	
Philadelphia Musical Academy 1617 Spruce St., Phila., Pa.	RICHARD ZECKWER CAMILLE W. ZECKWER	1870	33	850	
Peabody Cons. of Mus. of Balt. Charles St., Baltimore, Md.	HAROLD RANDOLPH Director	1868 \$60	60	1300	
The Wilson-Greene Sch. of Mus. 2647 Conn. Ave., Wash., D.C.	THOMAS E. GREENE Mrs. WILSON-GREENE	1905		15	

SCHOOLS

NEW ENGLAND

Section of Patr. Control	Entr. Requirements Age limits	Special Features
Boston and New England		Careful supervision. Specialization in Pianoforte. Prac. Tr. for Teach.
		Faculty are graduates of school.
Widespread Bd. of Trustees		Orchestra. School of Grand Opera. Breadth of Musical Training.
New Haven and Vicinity		An Incorporated Mutual Association of Music Teachers.

MIDDLE STATES AND MARYLAND

		Strong faculty.
Widespread	H. Sch. Ed. or Equiv.	Personal attention. Limited to 65. Courses for Superv. Vocal music.
		Academic study also.
United States Trustees	15-30 yrs.	Orchestra, Band, Chorus. Strong faculty. School of Grand Opera.
United States Corporation		Four buildings in center of city. A N.Y. State registered school.
Widespread		Same training as foremost European conservatories.
Widespread		Strong faculty. Dormitory.
		Dept. of College of Fine Arts.
		Strong in Piano and Violin Depts. Eminent faculty.
		Reciprocal relations with University of Pennsylvania.
		Practical and Theoretical Music by Class System.
		Oldest endowed institution of its kind.
		A Resident Music School.

Name	Head (training)	Est.	Fac.	Enr.	L. of C.
Location	Title	Tui.	Fac. F. T.	F. T.	Al.

SOUTHERN STATES

Birmingham Cons. of Music Birmingham, Ala.	Mr. and Mrs. W. GUSSEN Directors	1895 \$160	7	145	
Judson College Marion, Ala.	EDWARD L. POWERS Director	1838		160	
Gainesville Cons. of Music Gainesville, Fla.	J. OSCAR MILLER Director	1912 \$150	3 3	65	4 yrs.

NORTH CENTRAL STATES

Cincinnati Cons. of Music Highland Ave., Cinn., Ohio	BERTHA BAUR Directress	1867	60		
The College of Mus. of Cincinnati Elm St., Cinn., Ohio	A. J. GANTVOORT Manager	1878			
Dana's Musical Institute Warren, Ohio	WM. H. DANA, F.C.M. President	1869	12 9	152 100	4 yrs. 264
Oberlin Conservatory of Music Oberlin, Ohio	C. W. MORRISON, Mus.D. Director	1865 \$569	35	500 400	4 yrs. 300
The Toledo Cons. of Music Toledo, Ohio	BRADFORD MILLS, B.M. Director	1900		575	
West Side Musical College 1900 W. 25th St., Cleve., O.	STEPHEN COMMERY President	1901		375	
Indianapolis Cons. of Music N. Meridian St., Ind., Ind.	EDGAR M. CAWLEY Director	1897			
Marion Conservatory of Music Marion, Ind.	PERCY L. NUSSBAUM President	1898	18	314	
Detroit Conservatory of Music Detroit, Mich.	F. L. YORK, A.M. Director	1874	100	1300	
Detroit Inst. of Musical Art Davenport St., Detroit, Mich.	GUY BEVIER WILLIAMS President	1914	55	1060	
The University School of Music Ann Arbor, Mich.	A. A. STANLEY, A.M.	1880 \$180	30 30	550	4 yrs. 475
American Conservatory of Music 304 S. Wabash Ave., Chicago, Ill.	J. J. HATTSTAEDT President	1886	80 43	2000	4 yrs.
Bergey's Chicago Opera School Lyon & Healy Bldg., Chi., Ill.	THEODORE S. BERGEY Director	1895	6	60	
Bush Conservatory 800 N. Clark St., Chicago, Ill.	K. M. BRADLEY Director				
Centralizing School of Music 20 E. Jackson Blvd., Chicago, Ill.	GERTRUDE RADLE-PARADIS President	1907		1000	
Chicago Musical College 624 S. Mich. Blvd., Chicago, Ill.	FELIX BOROWSKI President	1867	75	2000	
Columbia School of Music 509 S. Wabash Ave., Chicago, Ill.	CLARE O. REED Director	1901	60		

Section of Patr. Control	Entr. Requirements Age limits	Special Features
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SOUTHERN STATES

Alabama	5 yrs.	Fletcher Method for Children.
The South		Music Dept. of College.
Florida and So. States Private		Delightful climate. Highly educated faculty.

NORTH CENTRAL STATES

	6 yrs.	Strong faculty.
		Teachers' Training Dept. Elocution and Languages as well as Music.
Widespread Corporation		Chorus, Band, Orchestra. Dormitories for men and women.
Widespread	H. Sch. Educ.	Affiliated with Oberlin College. Large Student Orchestra.
N. W. Ohio, Mich., Ind.		Normal Training for Teachers emphasized.
Local		Piano, Violin, Vocal, Organ, 'Cello, Orchestral, and Band Depts.
		Dormitory for resident students.
Michigan		Strong faculty. Dormitories. Complete Academic Department.
		Five Branch Schools. Dormitory.
Mich. and Mid. West	H. Sch. Educ.	Affiliated with Univ. of Michigan. Chorus and Orchestra.
West and South Corporation		Normal Training School. School of Expression. Orchestra.
		For those aiming at a professional career.
		School of Opera.
Mid. West, West, and South		Branch Studios. Normal Dept. Model Training School.
		Summer Course. Evening classes. Strong faculty.
		Special course in Eurythmics.

Name	Head (training)	Est.	Fac.	Enr.	L. of C.
Location	Title	Tui.	Fac. F. T.	F. T.	Al.
The Casmopolitan Sch. of Music Audit. Bldg., Chicago, Ill.	Mrs. W. S. BRACKEN President	1907	50		3 yrs.
Knox Conservatory of Music Galesburg, Ill.	W. F. BENTLEY, Mus.D. Director	1883		250	
The M. W. Chase Sch. of Musical Arts 64 E. Jackson Blvd., Chi., Ill.	MARY WOOD CHASE	1907	28		
The Sch. of Mus. of N.W. Univ. Evanston, Ill.	P. C. LUTKIN, Mus.D. Dean	1891	36 24	620	2-4 yrs.
The Sherwood Music School 410 S. Mich. Ave., Chicago, Ill.	GEORGIA KOEER President	1910			
The Tech. Norm. Sch. of Chicago 3207 Mich. Blvd., Chicago, Ill.	L. MARY SHERWOOD Director	1911			1-2 yrs.
Lawrence Cons. of Music Appleton, Wis.	FREDERICK V. EVANS Dean	1863		200	
Macalester Coll. Cons. of Music St. Paul, Minn.	HARRY PHILLIPS Director	1895	30	100	
Minneapolis School of Music 42 8th St., S., Minn., Minn.	WM. H. PONTIUS Director	1907	50	1300	
The Northwestern Cons. of Mus. 806 Nicollet Ave., Minn., Minn.	OLIVE A. EVERS President	1885	40	600	
Des Moines Col., Cons. of Mus. Des Moines, Ia.				100	4 yrs.
Drake Univ., Cons. of Music Des Moines, Ia.	HOLMES COWPER Dean	1881		500	
Beethoven Cons. of Music Taylor St., St. Louis, Mo.	BROTHERS EPSTEIN Directors				
Horner Inst. of Fine Arts Broadway, Kansas City, Mo.	EARL ROSENBERG Director	1914	18	400	
The University School of Music Lincoln, Neb.	WILLARD KIMBALL, Mus.B. Director	1894 \$200	35 34	700 500	4 yrs. 223
School of Pianoforte Playing 722 Kansas Ave., Topeka, Kan.	ANNIE M. P. BUNDY Director	1901			

PACIFIC COAST STATES

Col. of the Pacific, Cons. of Music San José, Cal.	WARREN D. ALLEN Director	1852 \$160	11 4	125 75	4 yrs.
Oakland Conservatory of Music Oakland, Cal.	ADOLPH GREGORY Director	1891		300	
Univ. of So. Cal., Col. of Music Los Angeles, Cal.	W. F. SKEELE, A.B. Dean	1886 \$240	12	150	4 yrs. 90
Von Stein Academy S. Hill St., Los Angeles, Cal.	H. C. VON STEIN President	1905		400	

Section of Patr. Control	Entr. Requirements Age limits	Special Features
Corporation		Academic and Dramatic Art Courses.
		Department of Knox College. Dormitory for Girls.
Widespread Corporation		Children's Classes. Training Concert Pianists.
Middle West Bd. of Trustees	H. Sch. Educ.	A Professional Music School. Summer School.
		Normal Course, Dramatic Art.
	H. Sch. Educ.	Prep. to teaching Art, Music, Domestic Science, Physical Education, etc.
Wisconsin		Department of Lawrence College. Dormitories for women.
Northwest		Between the Twin Cities.
N.W. States and Can.		Oratory and Dramatic Art also.
N.W. States and Can.		Summer School. Evening classes. Norm. Course. Art and Expression.
Iowa		
West and Canada		Special work for teachers.
		Elocution Courses.
		Also Departments of Dramatic Art and Painting.
Neb. and No. Cent. St. Bd. of Directors	H. Sch. Educ.	Strong faculty. Normal Course. Student Band and Orchestra.

PACIFIC COAST STATES

Pacific Coast Bd. of Trustees		Pacific Choral Society. Course in Public School Music.
Widespread		Scholarships.
Southern Cal. Private		Glee Clubs.
		All branches of music and art.

ART

NEW ENGLAND

Name Location	Head (with degrees) Title	Est. Tui.	Fac. F. T.	Endow. Control
Commonwealth Art Colony Boothbay Harbor, Me.	ASA G. RANDALL, B.S. Director	1904 \$40	10	Corporation
Boston School of Painting 64 Com'w'th Ave., Boston, Mass.	ARTHUR M. HAZARD Principal	1905		
Fenway School of Illustration Fenway Studios, Boston, Mass.	SUSAN E. PHILLIPS Director	1911	3	
New Sch. of Des. and Illustration 248 Boylston St., Boston, Mass.	DOUGLAS J. CONNAH VESPER L. GEORGE	1911	6	
Sch. of Fine Arts, Crafts, and Dec. Des. 126 Mass. Ave., Boston	KATHERINE B. CHILD Director	1914 \$110	6	
Sch. of the Museum of Fine Arts Huntington Ave., Boston, Mass.	ALICE F. BROOKS HUGER ELLIOTT	1876 \$120	16	
Sch. of the Worcester Art Museum Worcester, Mass.	H. STUART MICHIE Director	1898	7	
Rhode Island School of Design Waterman St., Providence, R.I.	LOUIS EARLE ROWE, A.M. Director	1877 \$80	68	Corporation
Sch. of the Art Soc. of Hartford Hartford, Conn.	Mrs. G. G. WILLIAMS President	1877 \$100	3	Bd. of Mgrs.
Yale School of Fine Arts New Haven, Conn.	W. SERGEANT KENDALL Director	1864 \$180	24 4	\$150,250 Corp. of Yale

MIDDLE STATES AND MARYLAND

The Albany School of Fine Arts Albany, N.Y.	EDITH VERY, B.S. Director	1910 \$150	6	Bd. of Dir.
The Art High Sch. of the Ethical Cult. Sch. Central Pk. W., N.Y.	IRENE WEIR, B.F.A. Director	1913 \$300	12	Bd. of Contr.
The Art Students' L'gue of N.Y. 215 W. 57th St., N.Y. City	R. H. NISBET President	1875		Bd. of Contr.
Chautauqua Summer Sch. of Arts and Crafts Chautauqua, N.Y.	HENRY T. BAILEY Director	1903	12	
Cooper Union Third Ave. & 8th St., N.Y. City	C. R. RICHARDS Director	1859 Free	38 2	Bd. of Trus.
Nat. Acad. of Des., Free Schools 109th St., N.Y. City	ROBERT AITKEN	1825 Free		
N.Y. Sch. of Ap. Des. for Women 160 Lexington Ave., N.Y. City	ELLEN J. POND Superintendent	1892 \$80	11	Bd. of Trus.
N.Y. Sch. of Fine and Applied Art 2237 Broadway, N.Y. City	FRANK A. PARSONS President	1909		Bd. of Reg'ts

SCHOOLS

NEW ENGLAND

L. of C.	Enrollment			Special Features
	Win.	Sum.	Eve.	
		115		About 300 colonists come to cottages for study or rest and recreation.
	30			Practical methods emphasized. Day and Evening Classes. Individual attention.
	125			Training-school for Illustrators.
	200			Practical side emphasized.
4 yrs.	40			Practical side of Art emphasized.
	230			Eminent instructors. 19 Scholarships.
3 yrs.	120		75	Special facilities in Design and the Crafts.
4 yrs.	267		756	Saturday classes for teachers and children. Art applied to requirements of trade and manufactures.
3 yrs.	60	13	15	Scholarships. Costume Illustration and Design. Emphasis on Academic Training.
4 yrs.	104			Valuable Art collections.

MIDDLE STATES AND MARYLAND

3 yrs.	75-100			Normal Teachers' Course.
2 yrs.	10			For those wishing to acquire a liberal culture, and choose future profession.
	1500			Excellent work turned out. Two Summer Schools maintained.
		280		
4 yrs.	275		1603	Museum for the Arts of Decoration.
	450			
	600			Practical instruction in Commercial Design.
	800			Summer Session at Port Jefferson, L.I.

Name	Location	Head (with degrees) Title	Est. Tui.	Fac. F. T.	Endow. Control
Pratt Institute	Ryerson St., Brooklyn, N.Y.	FRED. B. PRATT, M.A. Principal	1887		
Skidmore School of Arts	Saratoga Springs, N.Y.	CHARLES H. KEYES	1910 \$80		
Syracuse Univ. Col. of Fine Arts	Syracuse, N.Y.	G. A. PARKER, Mus.D. Dean	1873 \$150	9	Trus. of Univ.
Penn. Acad. of Fine Arts	Broad St., Phila., Pa.	JOHN T. LEWIS Director	1805 \$80	12	
Phila. Sch. of Design for Women	Broad St., Phila., Pa.	EMILY SARTAIN Principal	1844 \$60		Bd. of Dir.
Sch. of Ind. Art of the Penn. Mus.	Broad & Pine Sts., Phila., Pa.	LESLIE W. MILLER Principal	1876 \$80		Bd. of Trus.
Corcoran School of Art	17th St., Washington, D.C.	EDMUND C. MESSER Principal	1875 Free		Bd. of Trus.
Schs. of Art & Design of Md. Inst.	Mt. Royal Ave., Baltimore, Md.	JOHN M. CARTER President	1848		Bd. of Mgrs.

SOUTHERN STATES

H. Sophie Newcomb Mem. Coll. for Women New Orleans, La.	E. WOODWARD Director	1887 \$45	8 8	\$3,250,000 Bd. of Adm.
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NORTH CENTRAL STATES

Art Academy of Cincinnati Cincinnati, Ohio	J. H. GEST Director	1869		Bd. of Trus.
Cleveland School of Art Juniper Rd., Cleveland, Ohio	GEORGIA L. NORTON Director	1882 \$70	20 5	\$200,000 Bd. of Trus.
Columbus Art School 492 E. Broad St., Col., Ohio	JULIUS GOLZ, JR. Director	1879		
Inst. of Applied Arts of the Ohio Mech. Inst. Cincinnati, Ohio	J. L. SHEARER, M.A. President	1828 \$100		Bd. of Trus.
The Art Sch. of the John Herron Art Inst. Indianapolis, Ind.	HAROLD H. BROWN Director	1902		
Muncie Normal Institute Muncie, Ind.				
Sch. of Des. of Detroit Museum of Art Detroit, Mich.	GEO. T. HAMILTON Director	1911 \$60	10 8	Mus. of Art. Trus.
The School of Fine Arts Detroit, Mich.	JOHN P. WICKER Director	1895 \$100	3	
The Art Institute of Chicago Mich. Ave., Chicago, Ill.	THEO. J. KEANE Director	1879		
Chicago Academy of Fine Arts 81 E. Madison St., Chicago, Ill.	CARL N. WERNTZ Director	1903		
Chicago Sch. of Ap. and Norm. Art S. Mich. Ave., Chicago, Ill.	EMMA M. CHURCH	1908		

L. of C.	Enrollment			Special Features
	Win.	Sum.	Eve.	
	1000			Normal Courses in Art emphasized. Scholarships.
4 yrs.	150			
4 yrs.	183			Extra Course in Normal Arts.
	300			Scholarships. Strong faculty.
4 yrs.	150			Oldest School of Industrial Art in America. Scholarships. Fellowship to Europe for Design.
4 yrs.	1200	35	529	Summer and Textile Schools. School of Applied Art.
	180			Individual instruction.
	150		900	Work in glass, pottery, leather, wood, etc., emphasized.

SOUTHERN STATES

4 yrs.	153			Art Department. Pottery and other crafts emphasized.
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NORTH CENTRAL STATES

	400			Summer School. Two-year Course for Teachers.
4 yrs.	281		116	Pictorial Art, Decorative Design, Sculpture, Normal Art, Illustrating, Ceramics, and Cartooning.
	175			
1-6 yrs.	235	21	172	Large studio and laboratory facilities.
	125			Summer School.
	175			Art Department.
5 yrs.	100		50	Four-year Courses. Decorative and Vocational Arts.
3-5 yrs.	177	37	105	Drawing, Painting, Illustration.
	900	500	1000	In session all the year. Combines Museum, Art Library, and School.
	750			Success in Vocational Art Training.
	340			Strong faculty.

Name	Location	Head (with degrees) Title	Est. Tul.	Fac. F. T.	Endow. Control
Minneapolis School of Art 201 E. 24th St., Minn., Minn.		JOSEPH BRECK, A.B. Director	1886 \$68	9 5	Corporation
The St. Paul Inst. School of Art The Auditorium, St. Paul, Minn.		LEE W. ZEIGLER Director	1895 \$50	8	Bd. of Trus.
Cumming School of Art Des Moines, Ia.		C. A. CUMMING Director	1895 \$100	5	Private
Drake University Des Moines, Ia.		HELEN E. GARDNER			
St. Louis Sch. of Fine Arts Skinker Rd., St. Louis, Mo.		EDMUND H. WUERPEL Director	1874 \$75	11 2	\$50,000 Corporation
University of Kansas Lawrence, Kan.		WM. A. GRIFFITH	1875 \$60	5 3	St.Bd.ofAdm.
The Fine Arts Acad. of Denver 31 E. 18th Ave., Denver, Col.		ABIGAIL HOLMAN Director	1912 \$125	5 1	Private

PACIFIC COAST STATES

California Sch. of Arts and Crafts Allston Way, Berkeley, Cal.	F. H. MEYER, A.B. Director	1907 \$96	17	Private
California School of Design California St., San Fran., Cal.	PEDRO J. LEMOS Acting Director	1874		
The Carmel Summer Sch. of Art Carmel-by-the-Sea, Cal.	C. P. TOWNSLEY Director	1914		
Los Angeles Sch. of Art and Des. 6th St., Los Angeles, Cal.	L. E. GORDEN-MACLEOD Director	1887		
The Stickney Memorial Sch. of Fine Arts Pasadena, Cal.	C. P. TOWNSLEY Director	1914		

L. of C.	Enrollment			Special Features
	Win.	Sum.	Eve.	
3 yrs.	97	59	85	New building. Scholarships.
	160			Evening and Saturday Classes.
	40	12	15	Evening and Saturday Classes. Strictly Academic Course of Study.
				School of Drawing and Painting.
4 yrs.	248			School of Fine Arts Department of Washington University.
4 yrs.	93			Summer School. Well equipped Ceramic Laboratory.
	50		12	

PACIFIC COAST STATES

3 yrs.	300	125	46	Three buildings. Summer School.
	220			Affil. with Univ. of California. Summer Course.
		30		Landscape and outdoor portrait painting. Course of illustrated lectures on art.
	150			Summer School.
	40			Special class in painting from landscape throughout winter. Course of illustrated lectures on art.

KINDERGARTEN

NEW ENGLAND

Name Location	Head (training) Title	Est. Tui.	Fac. Fac. F. T.	Enr.	L. of C. Al.
Miss Niel's Kindergarten Tr. Sch. 200 Com'w'lth Ave., Boston, Mass.	HARRIET NIEL Principal	1906 \$120	12	98	2 yrs.
Lesley Normal School 29 Everett St., Cambridge, Mass.	Mrs. E. L. WOLFARD Principal	1909 \$100	16 10-12	86	2 yrs.
Perry Kindergarten Norm. Sch. 18 Huntington Ave., Boston, Mass.	Mrs. A. M. PERRY Principal	1898 \$100	6 1	48	2 yrs. 200
Susan E. Blow Training School 339 Marlboro St., Boston, Mass.	LAURA FISHER Principal	1916 \$100			2 yrs.
Miss Wheelock's Kind. Tr. Sch. 110 Riverway, Boston, Mass.	LUCY WHEELOCK Principal	1890 \$100	13	225	2 yrs.
Conn. Froebel Norm. Kind. Pri. Tr. Sch. Bridgeport, Conn.	MARY C. MILLS Principal	1899	8	21	1-2 yrs.
Fannie A. Smith Froebel Kind. Tr. Sch. Bridgeport, Conn.	FANNIE A. SMITH Principal	1885 \$100	7	23	2 yrs. 200

MIDDLE STATES AND MARYLAND

The Ethical Culture School Central Park West, N.Y. City	JESSICA BEERS, Pd.M. Principal	1878 \$115	12 1	75	2 yrs. 500
The Froebel League 112 E. 71st St., N.Y. City	Mrs. M. B. B. LANGEETTEL Director	1909 \$100	15 1	35	2 yrs. 32
Harriette Melissa Mills Tr. Sch. N.Y. Un. Bldg., N.Y. City	HARRIETTE MELISSA MILLS Principal	1909	8	25	2 yrs.
The New York Kindergarten As. 524 W. 42d St., N.Y. City		1914			2 yrs.
Teachers College Columbia Univ., N.Y. City	PATTY S. HILL	1887		70	350
Tr. Sch. of the Buffalo Kind. As. Del. Ave., Buffalo, N.Y.	ELLA C. ELDER	1891 \$100	6	40	2 yrs.
Amer. Montessori Tr. Sch. for Teachers Philadelphia, Pa.	Mrs. J. S. ANDERSON Director				
Miss Hart's Tr. Sch. for Kind. 3600 Walnut St., Philadelphia, Pa.	CAROLINE M. C. HART				
Froebellian Training School 10 S. 18th St., Philadelphia, Pa.	EMILY D. WRIGHT Trainer	\$100	5	30	2 yrs.
The Columbia Kind. Tr. Sch. 2108 Conn. Ave., Wash., D.C.	SARA K. LIPPINCOTT Director	1897	4	20	2 yrs.
Affordby Normal School 1110 N. Charles St., Balt., Md.	ELISABETH SILKMAN Principal	1896	9	30	2 yrs.

TRAINING SCHOOLS

NEW ENGLAND

Section of Patr. Control	Entr. Requirements		Special Features
	Probation	Age limits	
Massachusetts	H. Sch. Educ.	18 yrs.	Lectures on Child Study, Education of Women, Playgrounds, etc.
New England Private	H. Sch. Educ.	18 yrs.	Special Courses by University Teachers.
New England Private	H. Sch. Educ.	18-35 yrs.	Limited to 48 students. Prep. for Kind., Prim., and Playg'd Positions.
Massachusetts	H. Sch. Educ.		
Eastern U.S.	H. Sch. Educ.	19 yrs.	Froebel System followed.
			Boarding and Day School. Academic Courses.
	H. Sch. Educ.	18 yrs.	Kindergarten and Private School connected.

MIDDLE STATES AND MARYLAND

N.Y., N.J., Wash., Ga., etc. Corporation	H. Sch. Educ.	18 yrs.	Kind. Primary Norm. Train. Dept. Fine oppor. for practice teaching.
Eastern U.S. Corporation	H. Sch. Educ.	18 yrs.	Strong faculty. Practice teach. (1 yr.). Student Res. 2 wks. in country.
			Accredited by N.Y. State Bd. of Regents. Summer Course.
			Observation and practice teaching.
			Kindergarten Department.
	H. Sch. Educ.	18 yrs.	Special Courses by Univ. Instructors.
			In a specially adapted building.
			Five Practice Kindergartens.
	H. Sch. Educ.	17 yrs.	On plan of Pestalozzi-Froebel Haus in Berlin.
			Model and Practice Schools.

Name	Location	Head (training) Title	Est. Tui.	Fac. F. T.	Enr.	L. of C. Al.
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SOUTHERN STATES

Richmond Tr. Sch. for Kind. Richmond, Va.	LUCY S. COLEMAN Director	1901	6	20	2 yrs.
Atlanta Kind. Norm. & Elem. Sch. 166 Juniper St., Atlanta, Ga.	WILLETTE A. ALLEN Principal	1897	6	20	2 yrs. 98
Kate Baldwin Free Kind. As. Savannah, Ga.	HORTENSE M. ORCUTT Principal	1899	7	11	
Dallas Free Kind. Tr. Sch. & Ind. As. Dallas, Tex.	LOUISE A. WHITNEY Supervisor	1906	5	12	2 yrs.
San Antonio Kind. Tr. Sch. N. Pecos St., San Antonio, Tex.	RACHEL PLUMMER Principal	1907 \$65	2	12	2 yrs. 31

NORTH CENTRAL STATES

Cincinnati Kind. As. Tr. Sch. 6 Linton St., Cincinnati, Ohio	LILLIAN H. STONE Principal	1880	16	50	2 yrs.
Cleveland Kindergarten Tr. Sch. E. 96th St., Cleveland, Ohio	NETTA FARIS Principal	1894 \$125	14	90	3 yrs.
The Law Froebel Kind. Tr. Sch. Ashland Ave., Toledo, Ohio	Dr. M. E. LAW, M.D. Principal	1883 \$110	6	40	4 yrs.
Oberlin Kindergarten Tr. Sch. Elm St., Oberlin, Ohio	CLARA MAY, Ph.B. Principal	1894	11	95	2 yrs.
Teachers Col. of Indianapolis Alabama & 23d Sts., Ind., Ind.	Mrs. E. A. BLAKER President	1882	20	135	2-4 yrs.
Valparaiso University Valparaiso, Ind.	Mrs. M. A. HEMSTOCK Principal	1890		20	2 yrs.
Alma College Alma, Mich.	CAROLEEN ROBINSON Director	1888 \$50	25	45	2-4 yrs.
The Grand Rapids Kind. Tr. Sch. Fountain St., Gr. Rapids, Mich.	CLARA WHEELER Principal	1891 \$100	8	60	4 yrs.
Chicago Kindergarten Institute 54 Scott St., Chicago, Ill.	Mrs. M. B. PAGE	1894 \$120	15	150	2 yrs. 600
National Kindergarten College Mich. Blvd., Chicago, Ill.	ELIZABETH HARRISON President	1886	14	175	2 yrs.
The Pestalozzi-Froebel Kind. Tr. Sch. S. Mich. Blvd., Chicago, Ill.	Mrs. BERTHA H. HEGNER Superintendent	1896 \$125	16	154	2 yrs. 338
Minneapolis Kind. As. Norm. Sch. 116 N. 11th St., Minn., Minn.	STELLA L. WOOD	1893	12	100	2 yrs.
The Froebel Kind. Tr. School McGee St., Kansas City, Mo.	ELIZABETH MOSS Director	1898	7	49	2 yrs.
Golden Gate Kind. Free Norm. Sc. 560 Union St., San Fran., Cal.	ANNA M. STOVALL	1891	4	25	2 yrs.

Section of Patr.	Entr. Requirements		Special Features
	Control	Probation Age limits	
SOUTHERN STATES			
			Theory and Practice of Froebellian Ideals.
	H. Sch. Educ.	18 yrs.	Children's Class.
			Training School.
	H. Sch. Educ.	18 yrs.	Cooperating closely with social work in Dallas.
S.W. Texas	Private	H. Sch. Educ.	On State Accredited List of Kindergarten Training Schools.
		18 yrs.	

NORTH CENTRAL STATES

Bd. of Trustees		Affil. with Univ. of Cincinnati.
	H. Sch. Educ. 18 yrs.	Affil. with National Kindergarten College.
	H. Sch. Educ.	Forty Practice Schools. Froebel and Montessori principles.
		Teachers largely from Oberlin College.
		Kindergarten and Graded School Teaching Courses.
		Kindergarten Department.
Mich. & Nearby States Bd. of Trustees	H. Sch. Educ.	Kindergarten Department. Strong faculty.
	H. Sch. Educ.	Summer term.
Widespread Bd. of Directors	H. Sch. Educ. 18 yrs.	Life in Gertrude House. Strong faculty.
Widespread Bd. of Directors	H. Sch. Educ. 18 yrs.	Strong faculty. Broad training.
Widespread Private	H. Sch. Educ. 18 yrs.	Pestalozzi-Froebel Haus features. Special Playground Workers' Dept.
		Much opportunity for practice teaching.
		Observation and teaching in city kindergartens.
		Much practice teaching.

PHYSICAL

NEW ENGLAND

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
American School for Ph. Ed. 44 St. Botolph St., Boston, Mass.		Girls	MARY R. MULLINER, M.D. Director	1914 \$150	2 yrs. Private
Boston Sch. of Phys. Ed. 585 Boylston St., Boston		Girls	MARJORIE BOUVÉ Director	1913 \$175	2 yrs. Bd. of Trus.
Posse Normal School of Gym. 779 Beacon St., Boston, Mass.		Coed.	HARTVIG NISSEN Acting President	1890 \$150	3 yrs. Incorp.
The Sargent School for Ph. Ed. Cambridge, Mass.		Bdg. Day	D. A. SARGENT, A.M., M.D., S.D. President	1881 \$150	3 yrs. Private
New Haven Normal Sch. of Gym. New Haven, Conn.		Bdg. Day	E. H. ARNOLD, M.D. Director	1886 \$460	2 yrs. Private

MIDDLE STATES

The Chalif Nor. Sch. of Dancing 163 W. 57th St., N.Y. City	Day	LOUIS H. CHALIF Principal	1906 \$400	2 yrs. Private
Kurylo Imperial Sch. of Dancing 150 W. 57th St., N.Y. City	Coed.	Mons. EDOUARD DE KURYLO	1916	
The Savage School for Ph. Ed. 308 W. 59th St., N.Y. City		W. L. SAVAGE, A.B., M.D. Director	1895	
Temple Univ. Norm. Sch. of Ph. Ed. Broad & Berks, Phila., Pa.	Day	WM. NICOLAI, G.G. Director	1896 \$100	2 yrs. Bd. of Trus.

NORTH CENTRAL STATES

Norm. Col. of the N. Amer. Gym. Union E. Mich. St., Ind., Ind.	Coed.	EMIL RATH, G.G. President	1881 \$150	2-4 yrs. Bd. of Trus.
Normal School of Physical Ed. Battle Creek, Mich.	Coed.	F. J. BORN, AM., M.D. Dean	1909	2 yrs. Private
American Coll. of Physical Educ. Grand Blvd., Chicago, Ill.	Coed.	MOREY A. WOOD President	1913	4 yrs. Corp.
Chicago Normal Sch. of Ph. Ed. 430 S. Wabash Ave., Chi., Ill.		LAURA O. PARSONS President	1903	2 yrs. Bd. of Dir.
Dept. of Ph. Ed. of the Univ. of Wisconsin Madison, Wis.		G. W. EHRLER, C.E. Director	1911 \$100	4-5 yrs. Bd. Regents
"Denishawn" Los Angeles, Cal.	Coed.	RUTH ST. DENIS	1917	

EDUCATION

NEW ENGLAND

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
2	10		21	Athletics at camp. Numbers limited. Special training in economy of nervous energy.
3	12		51	One month at School Camp required.
9	18	14	80	Special attention to medical and corrective work. 20-acre athletic field.
15	17		450	Strong faculty. Summer camp at Peterboro, N.H.
12	12	6	105	2 new gymnasias. New athletic field.

MIDDLE STATES

1	2	50	550	Daily classes all year, with registration by week or month. Weekly Winter Course.
				Especially adapted to teachers of physical training.
				Strong faculty.
17	16	23	58	Complete Course in Training Teachers.

NORTH CENTRAL STATES

29	3	52	52	Oldest institution of its kind.
24	13	85	40	Affiliated with Battle Creek Sanitarium. Plan for Partial Self-support. Summer School.
24	in all	112	in all	Courses for Physical Directors and Playground Workers. Dormitory. Summer School.
5	7		331	New building and equipment.
9	6	16	50	Has jurisdiction over athletic activities of the college.
				School of dancing and its related arts. Summer classes.

SCHOOLS OF EXPRESSION

NEW ENGLAND

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
Emerson College of Oratory	Huntington Ave., Boston, Mass.	Bdg. Day	HENRY L. SOUTHWICK President	1880 \$150	20 4 yrs.
Leland Powers Sch. of the Spoken Word	Boston, Mass.	Day	LELAND POWERS Principal	1904 \$200	8 2 yrs.
School of Expression	Pierce Bldg., Boston, Mass.		S. S. CURRY, Ph.D., Litt.D. President	1879 \$150	22 3 yrs.

MIDDLE STATES AND MARYLAND

The Alberti School of Expression	Carnegie Hall, N.Y. City		Mme. W. M. ALBERTI, A.M. Principal	1897 \$250	12 2 yrs.
The Alviene Schools	225 W. 57th St., N.Y. City		CLAUDE M. ALVIENE		6 mos.
American Acad. of Dramatic Arts	Carnegie Hall, N.Y. City		F. H. SARGENT, A.B. President	1884 \$400	14 2 yrs.
The Hawn Sch. of the Speech Arts	Carnegie Hall, N.Y. City		HENRY G. HAWN		2 yrs.
The Lawrence School of Oratory	149 W. 35th St., N.Y. City		E. G. LAWRENCE Director	1869	
The Williams Sch. of Expr. and Dramatic Art	Ithaca, N.Y.		G. C. WILLIAMS, O.B.	1897	5 2 yrs.
The Nat. Sch. of Elo. and Oratory	Broad & Cherry Sts., Phila., Pa.	Bdg.	D. A. SHOEMAKER Principal	1874 \$175	12 2 yrs.
King's School of Oratory	Mt. Oliver, Pittsburgh, Pa.	Bdg.	BYRON W. KING President	1884	
The Lucia Gale-Barber School	Columbia Rd., Wash., D.C.	Bdg. Day	Mrs. M. R. G. DAVIS, Pd.M. Principal		

NORTH CENTRAL STATES

Cincinnati School of Expression	6th & Vine Sts., Cinn., Ohio		JENNIE MANNHEIMER Director	1894 \$260	14 2 yrs.
Harroff School of Expression	619 The Arcade, Cleve., Ohio		Mrs. F. HARROFF-ANDREWS Principal	1892	5 yrs.
The Anna Morgan Studios	Fine Arts Bldg., Chicago, Ill.		ANNA MORGAN Director	1895	
Northwestern Univ., Sch. of O'ry	Evanston, Ill.	Bdg.	RALPH B. DENNIS Director	1878 \$180	11 2 yrs.
Sch. of Act'g of Bush Temple Cons.	N. Clark St., Chicago, Ill.				2 yrs.

AND DRAMATIC ART

NEW ENGLAND

Enr. '16 % ret.	Al. Al. As.	Departments and Special Features
320 50%	3000 10	Summer Sessions. Special Lectures. Access to private exhibitions, recitals, etc. Plays and Pantomimes.
106 50%	350 2	Individual attention. Limited enrollment.
350	800 3	Summer Courses at Boston, Chicago, Asheville, N.C., Burlington, Vt., and New York University.

MIDDLE STATES AND MARYLAND

27 33½%	1	Pantomime, Elocution, Literature, Dancing, etc. Personal Culture.
		Professional training for the Stage.
125	1	Complete instruction in Dramatic Arts. Senior Classes organized as Stock Company.
60		Dramatic Arts, Literature, Oratory.
		Elocution, Oratory, Dramatic Art.
100	75	Special work for those of defective speech. Scholarship Endowment.
93	1300	English, Literature, Elocution, Dramatic Art. Physical Culture.
250		Special Work and Coaching.
		For girls of all ages, boys under ten. Rhythm and Correlated Arts.

NORTH CENTRAL STATES

150	2000	Elocution, Dramatic Arts, Music, etc. Complete Professional Course.
100		Elocution, Literature, Physical Training.
100		Dramatic Art in all branches.
160	1200	Students live in University dormitories.
		Practice in Stock Company.

SCHOOLS OF THE

NEW ENGLAND

Name	Location	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
Boston School of Cookery 48A Gloucester St., Boston, Mass.		LUCY G. ALLEN, MARIA W. HILLIARD, MINNIE S. TURNER	1915	3
Boston Y.W.C.A. School of Do. Sc. 40 Berkeley St., Boston, Mass.		A. J. FOREHAND, S.T.B. Principal	1888 \$250	11 1-2 yrs.
Miss Farmer's School of Cookery 30 Huntington Ave., Boston, Mass.		ALICE BRADLEY Director	1902	5
The Garland School of Homemaking 2 Chestnut St., Boston, Mass.		Mrs. M. J. STANNARD Director	1902 \$300	
Worcester Domestic Science School Worcester, Mass.		Mrs. F. A. WETHERED Principal	\$700	10 2 yrs.

MIDDLE STATES AND MARYLAND

The Barnard School of Household Arts 226 W. 79th St., N.Y. City	W. L. HAZEN Director	1908 \$100	6 2 yrs.
Mrs. Gesine Lemcke's Greater N.Y. Ck. Sch. 26 W. 94th St., N.Y. City	Mrs. G. LEMCKE	1900	
Mechanics Institute Plymouth Ave., Rochester, N.Y.	MAY D. BENEDICT Director	1886	
New York Cooking School 4th Ave. & 22d St., N.Y. City	JENNIE UNDERWOOD Superintendent	1876	5
Pratt Institute, Sch. of Ho. Sc. and Arts Ryerson St., Brooklyn, N.Y.	ISABEL ELY LORD Director	1887 \$93	45 2 yrs.
Drexel Inst., Sch. of Do. Sc. and Arts 32d St., Philadelphia, Pa.	HOLLIS GODFREY, Sc.D., President		3 yrs.
Temple Univ. Norm. Sch. of House. Arts and Science Phila, Pa.	PENELOPE L. HOLZER KATHERINE LAWRENCE	1898	22
National School of Do. Arts and Sc. 2650 Wisconsin Ave., Washington, D.C.	MARY A. ZURHORST, M.A.C. Principal	1903	16 2 yrs.
Hood College, School of Home Ec. Frederick, Md.	EDITH M. THOMAS Director	1907	4 yrs.

NORTH CENTRAL STATES

The School of Domestic Arts and Sc. 177 N. State St., Chicago, Ill.	Mrs. LYNDON EVANS President	1901	
Technical Normal School of Chicago Michigan Blvd., Chicago, Ill.	Mrs. DORA EATON DUFF	1910	2 yrs.

HOUSEHOLD ARTS

NEW ENGLAND

Enr. '15 % ret.	Al. Al. As.	Departments and Special Features
		Canning and Preserving Lessons.
60 10%	600 1	Thorough instruction. Success of graduates. Model home for practice.
600		Special Housekeepers' Course of one month.
		Practice opportunity in small resident groups.
		Dormitories.

MIDDLE STATES AND MARYLAND

		Cooking, Sewing, Dressmaking, etc.
		Classes and private lessons. Training for teaching and homemaking.
100		Domestic Arts and Sciences. Special work for Dietitians.
		Classes for society women and girls. Free evening classes.
1550	1478	Especially strong practice teaching in settlements and model flats.
		Extension and Evening Courses.
60		
200		Enrollment limited. Dormitories.
54		

NORTH CENTRAL STATES

		Courses for Homemakers and Nurses.
50		Prepares for teaching Domestic Science, and institutional work.

CANADIAN

TORONTO

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
The Bishop Strachan School	College St.	Bdg. Day	Miss H. WALSH, B.A. Principal	1867	Council
Branksome Hall	Rosedale	Bdg. Day	EDITH M. READ, A.B., M.A. Principal	1903	5 yrs. Private
The Canadian Academy of Music	12 Spadina Rd.		PETER C. KENNEDY Director		
College and Acad. of St. Joseph	St. Albans St.	Bdg. Day	SISTER DIRECTRESS, B.A.	1854 \$350	14 yrs. Private
Glen Mawr	651 Spadina Ave.	Bdg. Day	Miss J. J. STUART Principal	1912	
Hambourg Conservatory of Music	Sherbourne & Wellesley Sts.		Prof. MICHAEL HAMBURG Director	1911	
Havergal College	354 Jarvis St.	Bdg. Day	Miss E. M. KNOX Principal	1894	11 yrs. Bd. of Direc.
Loretto Abbey	Wellington St., West	Bdg.	SISTER DIRECTRESS, M.A.	1848	12 yrs. Private
The Margaret Eaton Sch. of Lit. and Expression	North St.		Mrs. SCOTT RAFF Principal	1907	
Moulton College for Girls	34 Bloor St., East	Bdg. Day	HARRIETT S. ELLIS, B.A. Principal	1888	
St. Andrew's College		Bdg. Day	Rev. D. B. McDONALD, M.A. Head Master	1899 \$450	7 yrs. Bd. of Govs.
St. Clement's College for Boys	Eglinton	Bdg. Day	Rev. A. K. GRIFFIN Principal	1902	6 yrs.
St. Clement's School for Girls and Younger Boys	Eglinton			1909	
St. Margaret's College	144 Bloor St., East	Bdg. Day	JEAN E. McDONALD, B.A. Principal		
St. Michael's College			Rev. R. McBRADY President		
Toronto College of Music	12 Pembroke St.		F. H. TORRINGTON, Mus.D. Director	1888	
Toronto Conservatory of Music	College St.		A. S. VOGT, Mus.D. Director	1887	
Upper Canada College		Bdg. Day	HENRY W. AUDEN, M.A. Principal	1829	Bd. of Govs.
Westbourne School for Girls	278 Bloor St., West	Bdg. Day	MARGERY CURLETTE Principal	1901	4 yrs. Incorp.

SCHOOLS

TORONTO

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
			300	A Church Residential and Day Sch. Household Science. New buildings. 7 acres.
3	25		200	Large grounds.
	30		555	Large Convent Sch. Affil. with Univ. of Toronto. Prim., Acad., and Com. Courses.
		0		Prep. for Matriculation Exams. Individual attention.
				Strong in instrumental work.
	35		400	Separate Junior School. Large grounds.
	33		357	R. C. Convent School. Affil. with Univ. of Toronto.
				Competition for Scholarship.
			125	An Academic Department of McMaster Univ.
14		200		Military Drill.
			0	Church of England School. Cadet Corps.
				Church of England School.
		0		Lower, Middle, and Upper School.
			0	R. C. Federated College of Univ. of Toronto. Senior and Junior Dept.
				Strong faculty.
				Strong faculty. Well equipped.
		300		Separate Prep. School. Cadet Rifle Corps.
	13		87	Affil. with Toronto Cons. of Music.

Name	Location	Class.	Head (with degrees)	Est.	L. of C.
			Title	Tui.	Control
Westminster College	Bloor St., West	Bdg. Day	Mrs. A. R. GREGORY Principal		

ONTARIO

Albert College	Belleville	Coed.	Rev. E. N. BAKER, M.A., D.D. Principal	1857	Bd. of Trus.
Alma College	St. Thomas	Bdg. Day	ROBERT I. WARNER Principal	1881	Methodist
Appleby School	Oakville	Bdg.	J. S. H. GUEST, M.A. Head Master	1911 \$600	Bd. of Trus.
Ashbury College	Ottawa	Bdg.	Rev. G. P. WOOLLCOMBE Head Master	1891	Incorp.
Berlin Conservatory of Music	Kitchener		GEO. H. ZIEGLER Director	1913	
Bishop Bethune College	Onhawa		SISTERS OF ST. JOHN THE DIVINE	1889	Incorp.
The Canadian Cons. of Music	Bay & Slater Sts., Ottawa		H. PUDDICOMBE Director	1902	
The Hamilton Cons. of Music	Hamilton		BRUCE A. CAREY Director	1897	Private
Highfield School	Hamilton	Bdg. Day	J. H. COLLISON Head Master	1901	
Hill Croft School	Bobcaygeon	Bdg. Day	W. T. COMBER Head Master		
L'Academie de Brisay	414 Bank St., Ottawa	Day	C. T. DE BRISAY		
Lakefield Preparatory School	Lakefield	Bdg.	A. W. MACKENZIE, M.A. Head Master	1879	4 yrs.
London Conservatory of Music	London		F. L. WILLGOOSE, B.M. Principal	1891	Incorp.
Ontario Ladies' College	Whitby	Bdg.	F. L. FAREWELL	1874 \$500	4-6 yrs. Incorp.
Ottawa Ladies' College	Ottawa	Bdg. Day	Rev. J. W. MILNE, D.D. President	1870	4 yrs. Presbyterian
Ottawa University	Ottawa				3 yrs.
Pickering College	Newmarket	Bdg. Day	WM. P. FIRTH Principal	1842	6 yrs.
Ridley College	St. Catherines	Bdg. Day	Rev. J. O. MILLER Principal	1889	Incorp.
St. Agnes' School	Elmpool, Belleville	Bdg. Day	Miss F. E. CARROLL Principal	1903	6 yrs.
St. Alban's	Brockville	Bdg.	A. G. M. MAINWARING Head Master	1900	

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
			90	Music and Art Departments.

ONTARIO

19	in all	150	134	Incorporated with Victoria University. Prepares for ministry.
				Affil. with Univ. of Toronto. Junior Dept. for girls over 10.
5		59		Small classes. Thorough training in Swedish Drill. Boys 9-19.
				Upper and Lower School. Cadet Corps.
				Vocal Kindergarten for Children. Two Orchestras. Mixed chorus.
			60	Church School.
		500	in all	Instrumental and vocal.
10	26	700	in all	"Art Culture Club" Movement. Affil. with Univ. of Toronto.
		100		Prep. for Royal Military College a specialty.
				For young boys.
				A School of Languages.
		40		For young boys. Cadet Corps.
7	16	150	450	Orchestra. Scholarships. Special Lecture Course.
6	15		175	Fine gymnasium. Normal Course in Physical Training.
1	12		196	New building. Physical Culture emphasized. Special Courses. Presbyterian.
				R. C. Institution. Conducted by Oblate Fathers.
				Maintained by Society of Friends. Art, Music, and Commercial Subjects.
			0	Compulsory Military Drill. Church School.
		0		Church School.
			0	For boys 8-15 yrs. Special attention to Prep. for Royal Military Colleges.

Name	Location	Class.	Head (with degrees) Title	Est. Tui.	L. of C. Control
St. Jerome's College	Kitchener	Bdg.	Rev. A. L. ZINGER President	1864 \$190	7 yrs. Bd. of Dir.
Trinity College School	Port Hope	Bdg.	Rev. F. G. ORCHARD, M.A. Head Master	1865 \$450	Bd. of Govs.
Woodstock College	Woodstock	Bdg.	A. T. MACNEILL Principal	1857	4 yrs.

PROVINCE OF QUEBEC

Bishop's College School	Lennoxville	Bdg.	J. T. WILLIAMS, B.A. Head Master	1842 \$450	8 yrs. Bd. of Dir.
Convent of Sacred Heart	Sault-au-Recollet	Bdg.	THE RELIGIOUS OF THE SACRED HEART	1855	
Miss Edgar's and Miss Cramp's School	Guy St., Montreal	Day	Miss EDGAR		
High School of Quebec	Quebec	Day	F. T. HANDSOMBODY Principal	1842	Incorp.
Lower Canada College	Montreal	Bdg. Day	C. S. FOSBERY, M.A. Principal		
Loyola College	Montreal	Bdg. Day	Rev. T. J. MACMAHON, S.J. Rector	1899 \$300	8 yrs.
McGill Sch. of Physical Educ.	Montreal	Girls	ETHEL M. CARTRIGHT Director	1912	3 yrs.
Mt. St. Louis Institute	Montreal	Bdg. Day	BROTHER JOSEPH Director	1888 \$220	6 yrs. Incorp.
St. Helen's School for Girls	Dunham	Bdg. Day	Miss W. M. WADE, M.A. Principal	1875	
Stanstead Wesleyan College	Stanstead	Bdg. Day	G. J. TRUEMAN, M.A. Principal	1872 \$300	4 yrs. Bd. of Trus.
Trafalgar Institute	83 Simpson St., Montreal	Bdg. Day	MARY E. WINDSOR		
Ursuline Convent of Quebec	Quebec	Bdg. Day		1639	6 yrs.
Villa Maria	Montreal	Bdg.	MOTHER ST. MARIE CAROLINE	1854	10 yrs.

NEW BRUNSWICK

Mt. Allison Acad. and Com'l Coll.	Sackville	Bdg. Day	J. M. PALMER, M.A. Principal	1843 \$198	3 yrs. Bd. of Regts.
Mt. Allison Ladies' College	Sackville	Bdg.	Rev. G. M. CAMPBELL Principal	1854	Bd. of Regts.
Rothsay Collegiate School	Rothsay	Bdg.	Rev. W. R. HIBBARD, M.A. Head Master	1877	5 yrs.
The Rothsay School for Girls	Rothsay	Bdg.	SUBAN B. GANONG, A.B. Principal	1892 \$400	8 yrs. Private

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
18		160		Prep., High Sch., Comm., & Coll. Courses. Spec. advantages in study of languages.
		90		Episcopal School. Cadet Corps.
		140		Academic Dept. of McMaster University.

PROVINCE OF QUEBEC

11		80		On lines of great English public schools. Historic Cadet Corps.
			100	No day pupils.
		0		A small school for girls.
		90		Classical and Scientific Prep., and Commercial Course.
		240		Prep., Junior, and Senior Depts. Cadet Corps.
21		250		Conducted by Jesuit Fathers. New Fire-proof Buildings. Spacious Playing Fields.
			60	Department of McGill University.
50		600		A large R. C. School. Splendid site. Cadet Corps. Commercial and Scientific.
			40	A Church School.
7	11	157	150	Preparatory, Collegiate, Music, and Business Courses.
		0		Collegiate Course and Prep. Dept. Affil. with McGill Univ.
			600	Twelve buildings. Domestic Economy and Calisthenics Features.
45	in all	0	175	R. C. School. French emphasized. Outdoor Sports. Lecture Course.

NEW BRUNSWICK

6	2	125	54	Business and Manual Training Course. Methodist.
			400	Conservatory of Music and Art School. Methodist.
10	in all	80		For boys from 10 years up.
	7		40	Prep. and Collegiate Courses. Strong faculty.

Name	Class.	Head (with degrees)	Est.	L. of C.
Location		Title	Tui.	Control

NOVA SCOTIA

Acadia Collegiate and Business Academy Wolfeville	Bdg. Day	Rev. W. L. ARCHIBALD, M.A. Principal	1829 \$230	3 yrs. Bd. of Govs.
Acadia Ladies' Seminary Wolfeville	Bdg.	Rev. H. T. DeWOLFE Principal	1879 \$275	Bd. of Govs.
Church School for Girls Windsor	Bdg. Day	GENA SMITH Principal	1891	5 yrs.
Halifax Ladies' College Halifax	Bdg. Day	Rev. ROB'T LAING, M.A. Principal	1887	
King's College School Windsor	Bdg.	Rev. W. W. JUDD, B.A. Principal	1788	Bd. of Govs.
Mount St. Vincent Academy Halifax		SISTERS OF CHARITY		

WESTERN CANADA

Alberta College North Edmonton, Alberta	Bdg. Day	Rev. F. S. McCALL, B.A. Principal	1903	Methodist
Brandon College Brandon, Man.	Bdg. Day	E. A. MILLER Principal	1899	3 yrs.
The Collegiate School Victoria, B.C.	Bdg. Day	A. D. MUSKETT Principal	1884 \$100	Private
Columbian College New Westminster, B.C.	Bdg. Day	Rev. A. M. SANFORD Principal	1890	
Moose Jaw College Moose Jaw, Sask.	Bdg.	Rev. A. A. GRAHAM, B.A. Principal	1913 \$340	Bd. of Govs.
Mt. Royal College Calgary, Alberta		Rev. G. W. KERBY, B.A. Principal	1911 \$350	4 yrs. Bd. of Govs.
Regina College Regina, Sask.	Bdg. Day	E. W. STAPLEFORD Principal	1911	Bd. of Govs.
St. Alban's College Prince Albert, Sask.	Bdg. Day	JANET VIRTUE Principal		
St. Boniface College St. Boniface, Man.	Bdg. Day	GREGORY FÉRÉ President	1818	
St. George's School Victoria, B.C.	Bdg. Day	H. W. SUTTIE		
St. John's College Winnipeg, Man.		Rev. J. J. ROBINSON, D.D. Head Master		
St. Margaret's School Victoria, B.C.	Bdg. Day	MARGARET BARTON	1909	
The University School Victoria, B.C.	Bdg. Day	J. C. BARNACLE Head Master	1908	Incorp.
Wesley College Winnipeg, Man.			1877	

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
NOVA SCOTIA				
8	2	115	35	New residence, fine campus. Musical advantages. Gen. and Man. Tr.*Courses.
4	18		275	Boys in Cons. of Music Dept. Acad., Fine Arts, and Practical Arts Depts.
			85	Prep. to College Matriculation. Domestic Science Courses.
			500	Affil. with Dalhousie Univ. Conservatory of Music.
5	2	62		Oldest residential school for boys in Canada. Prep. to Univ.
			120	Primary, Prep., and Senior Grades.

WESTERN CANADA

30	in all	500	600	Athletic facilities. Large Music and Commercial Depts. Acad., Art., etc., Courses.
		50	50	Academic Department. Affil. with McMaster Univ.
4		75		New building.
				Methodist.
10		94		Capable faculty. Presbyterian. Acad., Comm., and Music Courses.
5	7	79	101	New buildings. Special Com'l, Music, Art, etc., Courses.
9	8	300	100	Acad., Prep., and Vocational Courses.
		0		Anglican Church School.
		400		Jesuit School. Affil. with Univ. of Manitoba.
			100	Art Department emphasized.
5		80		Anglican Church School. Prep. Dept. of Coll.
				English-trained faculty.
8		220		English-trained faculty. Cadet Battalion.
			0	Prep. Department. Affil. with Univ. of Manitoba.

BOYS'

MAINE

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Androscoggin	Wayne	EDWARD M. HEALY Pratt Institute, B'klyn, N.Y.	1906	Jun. 30 Sep. 2	\$200
Bai Yuka	Weld	JOHN G. CAMPBELL St. James School, Md.			\$175
Belgrade	Oakland	HAROLD J. BAILY, A.B., LL.B. 32 Liberty St., N.Y.C.	1911	Jul. 1 Sep. 1	\$200 \$115
Bonhag	Winthrop	GEO. V. BONHAG 2378 Bathgate Ave., N.Y.C.	1914		\$200
Boothbay	Bath	A. R. WEBSTER, A.B. 1325 Cypress St., Cinn., O.	1913	Jul. 1 Aug. 26	\$150 \$85
Casco	West Harpswell	EDGAR P. PAULSEN West Point, N.Y.	1916	Jul. 1 Sep. 2	\$250
Cobbossee	R.F.D. 21, Winthrop	HARRY R. MOONEY 62 William St., N.Y.C.	1904	Jun. 15 Sep. 15	\$225
Durrell	Friendship	GEORGE R. MERRIAM	1896	Jun. 26 Aug. 28	\$8 per wk.
Evergreen	St. Albans	BENJ. D. WEEKS Hyde Park, Mass.	1914	Jul. 1 Sep. 1	\$100
Five Islands	Rand Cove		1907	Jun. 26 Sep. 4	\$150
Kahkou	Allagash Lake	SUMNER R. HOOPER, A.B. Morristown, N.J.	1893	Jun. 12 Sep. 9	\$225
Katahdin	Harrison	GEORGE E. PIKE Duxbury, Mass.	1900	Jul. 3 Aug. 28	\$175 \$95
Kennebec	North Belgrade	CHARLES E. FOX Drexel Bldg., Phila., Pa.	1906		
Kineo	Harrison	IRVING G. MCCOLL, B.I. Hotel McAlpin, N.Y.C.	1902	Jul. 1 Sep. 1	\$200 \$125
Kingswood	Bridgton	RALPH I. UNDERHILL, A.B. Co. D Sch., Kans. City, Mo.	1909	Jun. 30 Sep. 1	\$200
Kohut	Oxford	GEO. A. KOHUT, Ph.D. Riverdale, N.Y.	1907	Jun. 29 Sep. 3	\$250
Lanier	Eliot	Mr. and Mrs. SIDNEY LANIER, Jr.		Jun. 30 Aug. 31	\$200
Long Lake Lodge	North Bridgton	EDWIN V. SPOONER, B.S. Phillips Ex., Exeter, N.H.	1902	Jul. 12 Sep. 7	\$300
Maranacook	Readfield	W. H. MORGAN Readfield, Me.	1908	Jun. 29 Aug. 31	\$160 \$85

CAMPS

MAINE

Enr. Age L.	Instr. Coun.	Special Features
40 8-17	10	Manual training. Woodcraft.
15		Fishing. Tramping. Water Sports.
30 9-17	9	Wireless. Canoe trip to Moosehead. Hiking trip to Mt. Washington.
16	5	Conducted by Olympic Athlete.
40 8-17	8	Island in tide-water river. Wireless. Glee Club. Dramatics. War canoe. Manual Arts Bldg.
13-	8	Limited to 30 boys. Boy Scout Regulations and Laws.
65 9-20		Farming. Manual training. Usual sports.
12-17		Y.M.C.A. Same control as Camp Becket. Sailing and all camp sports.
		Small home camp for younger boys.
30		Camp sports and athletics. Boys taught to do things.
15 16-25	3	Real camp life, exploring, canoe trips. Guides. All supplies provided.
40 11-20	10	Usual sports. Isolated lake. Horseback riding. Long trips. Hiking.
		Jewish. School work 2 hrs. a day. Campercraft, woodcraft, manual tr.
65 8-16	25	Horsemanship under West Point officers. Boxing and Wrestling Instruction.
54 8-15	10	Home atmosphere. Crafts. Canoe trips. Hikes. Study hours. All sports.
100 10-18	16	Exceptional equipment.
23 8-13	8	Nature work. Dramatics. Development of individual expression.
44 15-21	20	Combines high-grade tutoring with camp life.
30	8	Manual Training Department.

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Medomak	Washington	FRANK E. POLAND Daniels Sch., Malden, Mass.	1904	Jul. 3 Aug. 28	
Megunticook	Camden	WALTER S. COWING Germantown, Pa.	1906	Jul. 3 Sep. 2	\$225
Merryweather	North Belgrade	HENRY RICHARDS, A.B. Gardiner, Me.	1900	Jul. 1 Sep. 5	
Minne-wawa	Gray	GUY W. CHIPMAN, A.M. 15th & Race Sts, Phila., Pa.		Jun. 29 Aug. 27	\$150 \$75
Mowana	Readfield	MARK H. L. SPIERS, B.S. Devon, Pa.	1912	Jul. 1 Sep. 1	\$150
Navajo	Northport	ORRIN J. DICKEY Belfast, Me.	1913	Jul. 1 Sep. 1	\$100 \$50
Norway Pines	Sebasco	W. A. KEYES, Ph.D. 139 W. 91st St., N.Y.C.	1898	Jun. 30 Sep. 1	\$150 \$80
Oxford	Oxford	A. F. CALDWELL, A.B., A.M. Greencastle, Ind.	1901		
Penobscot	Sunset P. O., Deer Isle	S. B. KNOWLTON, A.B. Haverford, Pa.	1909	Jul. 1 Aug. 31	\$150 \$17 wk.
Pine Island	Belgrade	EUGENE L. SWAN, M.D. 143 St. James Pl., B'klyn, N.Y.	1902		
Quan-ta-ba-cook	Belfast	H. M. BERGAMINI, Litt.B. 265 W. 81st St., N.Y.C.	1914	Jun. 30 Aug. 28	\$200
Sylvania-wassee	Eastbrook	J. E. DE MEYER Abington, Mass.	1908		
Wawenock	Raymond Cape	W. C. KENDALL, A.M., M.D. 1130 Park Rd., Wash., D.C.	1909	Jul. 1 Sep. 1	\$150 \$85
White Mountain	South Casco	G. L. MEYLAN, B.S., A.M., 468 W. 141st St., N.Y.C.	1907		
Wigwam	Harrison	A. MANDELSTAM, B.A., A.M. 230 W. 107th St., N.Y.C.	1910	Jun. 30 Sep. 1	\$225
Wildmere	Harrison	IRVING L. WOODMAN, Ph.B. Hanson Pl., Brooklyn, N.Y.	1900	Jul. 1 Sep. 1	\$175 \$100
Wildwood	Kineo	SUMNER R. HOOPER, A.B. Morristown, N.J.	1905	Jun. 29 Sep. 2	\$225
Winnecook	Unity	HERBERT L. RAND Shore Rd., Salem, Mass.	1903	Jul. 1 Aug. 31	\$150
Winona	Denmark	C. E. COBB Denmark, Me.	1908	Jul. 5 Sep. 1	\$200
Worrambus	Harrison	B. H. DUFFHUES 38 Vernon Ave., B'lyn, N.Y.	1914		
Wyonee	Harrison	F. H. WILSON, M.D. 745 St. Nicholas Av., N.Y.C.	1909	Jul. 1 Sep. 2	\$150 \$80
Yukon	Winthrop	FRANK D. SMITH 200 W. 96th St., N.Y.C.	1914	Jul. 1 Sep. 5	\$200

Enr. Age L.	Instr. Coun.	Special Features
70		Athletics. Nature study. Shopwork. Photography. Camp paper.
10-18	10	Limited enrollment.
38	2 8	Select private camp.
24 9-18	4	A private family camp for boys. Many optional side trips.
32 8-16	8	Physical development. Campcraft. Canoe trips.
12 8-16	4	Salt water. Tutoring if desired. Naval drills.
30 10-16	2 4	Cruising. Camping. Rowing crew. Manual training. Target practice.
50 8-18	14	Specialists in baseball, swimming, athletics.
20 10-17	7	Systematic life. Scoutcraft. Boat-building. Navigation. Salt-water camp with inland annex.
40 10-16	12	Schooner yacht. Salt-water cruises. Camping and canoe trips.
15 8-16	6	Salt-water cruising. Life-saving corps. First aid. Usual sports.
23	5 3	Manual training and tutoring without extra cost.
34 8-18		Woodcraft. Nature. Forestry. Fishing.
	6	Boxing. Wrestling. Shooting. Shopwork. Music.
75 10-17	10 11	Jewish. New site and equipment. Dramatics. Woodcraft. Hygiene.
8-16		Tutoring, if desired, at Wildmere School.
60 8-15	18 18	Ornithology. Forestry. Nature Study. Campcraft. Seton Indians.
60 8-18	15	Junior and Senior Camps. Winnecook Indian tribes.
60 8-16	16 20	Two camps in chain of Wyonegonic group. Usual camp sports. Branch at seashore.
10-14		For young boys.
42 9-16	1 5	Unexcelled drinking water. Target shooting. Boy Scout commissioner.
		For boys and young men.

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ¼ Sea.
NEW HAMPSHIRE					
Agamenticus	Newmarket	WILLIAM G. RAMSDEN Terrill School, Dallas, Tex.			\$350
Algonquin	Ashland	EDWIN DEMERITTE DeMeritte School, Boston	1886	Jun. 27 Sep. 2	\$200
Chocorua	Tamworth	S. G. DAVIDSON, A.M., Litt.D.	1902	Jun. 23 Sep. 1	\$200
Fessenden	West Ossipee	WALTER L. NOURSE, A.B. Fess. Sch., W. Newton, Mass.	1913	Jul. 1 Aug. 31	\$150
Idlewild	Lakeport	JOHN M. DICK, B.D. Exch. Bldg., Boston, Mass.	1892	Jun. 15 Sep. 15	\$175
Marienfeld	Chesham	S. B. SOUTHWORTH, A.B. Boston Latin School	1896	Jun. 30 Aug. 30	\$165
Mishe-Mokwa	West Alton	L. THEODORE WALLIS B. and N. Sch., Camb., Mass.	1913	Jun. 15 Sep. 15	\$175
Monadnock	Jaffrey	FREDERICK S. ERNST, A.B. Newtonville, Mass.	1914	Jun. 30 Aug. 27	\$175
Moosilauke	Pike	V. PRETTYMAN, A.B., A.M., 20 West 246th St., N.Y.C.	1904	Jun. 24 Aug. 26	\$200
Mowgli	Bridgewater	Mrs. ELIZABETH F. HOLT 5 Concord Ave., Camb., Mass.	1903		
Namaschaug	Spofford	Very Rev. J. J. GRIFFIN, Ph.D. Brookland, D.C.		Jun. 17 Sep. 20	\$15 wk.
Pasquaney	Bridgewater	E. S. WILSON, Ph.B., Ph.D.	1895	Jun. 30 Sep. 1	\$250 None
Passaconaway	Bear Island	W. E. RICHMOND H. Sch., Newtonville, Mass.	1911	Jun. 29 Aug. 30	\$150 \$85
Pemigewasset	Wentworth	D. B. REED, A.B., M.D. U. of Chicago, Chi., Ill.	1908		\$200
Penacook	North Sutton	R. B. MATTERN, M.S. Dobbs Ferry, N.Y.	1898	Jul. 2 Aug. 30	\$150 \$80
Raleigh	Rumney	LINDOL F. FRENCH, Ph.B. Box 156, Atlantic City, N.J.		Jul. 1 Aug. 28	\$150 \$80
South Pond Cabins	Fitzwilliam	ROLLIN M. GALLAGHER Concord, Mass.	1908		
Tecumseh	Moultonboro	DR. GEO. W. ORTON 332 S. 43d St., Phila., Pa.	1902	Jun. 22 Sep. 1	\$200 \$100
Thorn Mountain	Jackson	Rev. GEO. A. BUSHNEE Newton Highlands, Mass.	1913		
Wachusett	Holderness	Rev. LORIN WEBSTER Plymouth, N.H.	1903		\$175
Wawona	West Swansey	OSCAR E. BOURNE	1899		\$150

Enr. Age L.	Instr. Coun.	Special Features
NEW HAMPSHIRE		
10-18		For Texas boys only.
	8	Dormitories. Nature study. Outdoor games. Life-saving Corps.
33 8-17	10 11	Tutoring, manual training, dancing.
18 8-16	5	"Small group" canoe and hiking trips.
7-17	18	Two distinct camps to separate Juniors (7-13) from Seniors (14-17).
105 8-18	18 4	Made famous by C. Hanford Henderson's unique ideals. Life simple, beds hard, duties homely.
25	5	Open-air bungalows. Individual attention to physical development. Aquaplaning.
24 9-15	5	Nature Study. Woodcraft. Camping-out and all sports.
70 8-20	15	Instruction in automobile, jewelry, metal. Nature study. Rifle shooting. Stenography.
50 8-15		
107 8-18	8 8	R. C. Moving pictures and stereopticon lectures. Horseback, manual training, nature study.
65 10-16	14 3	Study and development of boy character under properly organized conditions and environment.
30 9-15	5 5	Scoutcraft. Camp mothers. References required. Resident trained nurse.
50		
20 9-16	4 4	Course in "Outdoor Sense," studying nature. Manual and mental training.
20 9-18	5	Elevation, 1500 ft. 10-acre athletic field. Three long hikes. Attention to individual needs.
20 8-16		
100 8-20		Athletics.
8 10-18		Nature study. Scoutcraft. Tutoring.
		Wooden huts.
46 6-16	7	Year-Round Tutoring Camp. Well equipped. Special attention to boys requiring health-building.

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Wellesley	West Ossipee	EDWARD A. BENNER Wellesley, Mass.	1899	Jul. 6 Aug. 31	\$150
Winnepesaukee	Alton	J. G. ANDERSON, A.B., A.M. Trowbridge St., Camb., Mass.	1909	Jun. 29 Aug. 28	\$145 \$75
Wolfeboro	Wolfeboro	E. C. DUFFEE, A.B. Hill Sch., Pottstown, Pa.	1909	Jul. 7 Sep. 11	\$175 \$23 wk.
Wyanoke	Winter Harbor	WALTER H. BENTLEY Dummer Ac., S. Byfield, Mass.	1909	Jun. 28 Sep. 2	\$175

VERMONT AND SOUTHERN NEW ENGLAND

Campanoosuc	Union Village, Vt.	Mrs. WM. E. SARGENT Union St., N. B'ford, Mass.	1908	Jul. 2 Aug. 27	\$100 \$50
Champlain	Malletts Bay, Vt.	WM. H. BROWN 311 W. 83rd St., N.Y.C.	1894	Jun. 30 Sep. 1	\$175
Iroquois	Malletts Bay, Vt.	W. L. HAZEN Barn. Sch., W. 244th St., N.Y.C.	1902		
Kamp Kill Kare	St. Alban's Bay, Vt.	RALPH F. PERRY, A.B., A.M. 11 Elm St., Morristown, N.J.	1906		\$175
Passumpsic	So. Fairlee, Vt.	W. W. CLENDENIN Mt. Vernon, N.Y.	1914	Jul. 1 Sep. 1	\$200 \$110
St. Ann's	Isle La Motte, Vt.	BROTHER DACIANUS 153 E. 76th St., N.Y.C.	1892	Jul. 1 Aug. 30	\$80
Vermont	Grand Isle, Vt.	E. N. GERRISH Rutland, Vt.			
Waramaug Wigwam	Salisbury, Vt.	STEPHEN A. BREED, S.B. M. I. T., Boston, Mass.	1909	Jun. 30 Sep. 1	\$150 \$100
Winape	East Charleston, Vt.	S. W. BERRY, B.L. Irving Sch., N.Y.C.	1912	Jun. 30 Aug. 31	\$175
Winnisquam	Milton, Vt.	IRA A. FLINNER, A.M. Huntington Sch., Boston	1905	Jun. 30 Aug. 30	\$175 \$25 wk.
Becket	Becket, Mass.	H. W. GIBSON 167 Tremont St., Boston		Jun. 29 Aug. 31	
Berkshire	Hartsville, Mass.	D. R. LITTLE, M.A., Ph.M. 584 E. 17th St., B'klyn, N.Y.	1912	Jul. 1 Sep. 1	\$150
Bob White	Ashland	Mrs. SARA B. HAYES Madison St., Somerville, Ms.	1915	Jun. 29 Aug. 31	
Laurel Crest Camps	R.F.D., Rutland, Mass.	GEO. G. HIGGINS Noble & Green'gh Sch., Boston	1914	Jul. 5 Sep. 2	\$150
Wampanoag	Buzzards Bay, Mass.	Mrs. B. E. TAYLOR Newton Center, Mass.	1907	Jul. 1 Aug. 31	\$200 \$100
Eastford	Eastford, Conn.	Rev. J. P. MARVIN Worcester, Mass.	1911		
Wonposet	Bantam, Conn.	ROBT. TINDALE 31 E. 71st St., N.Y.C.	1905	Jun. 29 Aug. 31	\$200

Enr. Age L.	Instr. Coun.	Special Features
45		Sailing and target shooting under ideal conditions. Nature work. White Mountain hike.
35 9-15	10	Corrective exercises. A hike a week. Entertainment each Saturday. Usual sports.
42 none	12	Tutoring. Athletics. Aquatics.
80 9-18		Shopwork. Two weeks' military drill. Tutoring if desired.

VERMONT AND SOUTHERN NEW ENGLAND

35 7-16	8	Trees, flowers, birds, butterflies studied. Farm among the hills. Manual training.
60 9-17	13	Camp physician. Horseback. Tramping. Directly on lake. Athletics. All sports. Military drill.
		Seniors, juniors, sub-juniors.
48	15	Photography and Woodcraft.
18 7-16	6	Bungalows. Hikes. Horseback. Usual sports.
75 6-16	14	R. C. Chapel. Entertainments, etc.
		Formerly a farm. Trips by steamer, motorboat, and horseback.
27 8-14	6 5	One of Keewaydin Camps. Seton Indians. Ten-day canoe trip. All camp activities.
47 7-19	10	Land and water sports. Character building. Brook trout fishing. Orchestra. Nature study.
31 8-18	2 4	Photography. Music. Wood working. Horseback.
		Low priced but excellently organized and directed. Merit system.
10 9-14	2	Trips by foot and trolley. Personal supervision.
7-12		
7-16		Swimming emphasized. Special instruction in Tennis, Golf, Wireless Telegraphy, etc.
50 8-15	10	Salt water camp for younger boys. Camp mother. Deep sea fishing. Sailing.
		Boating. Target practice. Tennis. Excursions.

Name Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
NEW YORK AND PENNSYLVANIA				
Adirondack Glenburnie, Lake George	Dr. ELIAS G. BROWN, A.B. Mountain Sch., Allaben, N.Y.	1904	Jul. 1 Sep. 2	\$200
Adirondack Summer Art School Saranac Lake	J. LIBERTY TADD St. Petersburg, Fla.	1893	Jun. 4 Sep. 30	
Dudley Westport	H. C. BECKMAN, Ph.B. Wadsworth Ave., N.Y.C.	1885	Jun. 29 Aug. 31	\$80
Fitzhugh Sodus Bay, Lake Ontario	ALDICE G. WARREN 4101 Ct. Ave., Wash., D.C.	1900	Jun. 26 Aug. 27	\$175 \$100
Gahada Corinth	WM. B. EFNER Schenectady, N.Y.	1909	Jun. 26 Sep. 1	\$150
Greenkill Kingston	WILFRED C. ACKERLY Kingston, N.Y.	1907	Jul. 1 Sep. 4	\$56 \$28
Kyle Catskill	Dr. P. KYLE Irvington, N.Y.		Jul. 1 Sep. 1	\$150
Lancewood East Jewett	HAROLD B. LANCE, A.B. 2972 Briggs Ave., N.Y.C.	1911	Jul. 3 Aug. 28	\$200
Mohican Lake George	CHARLES B. BATCHELOR Erasmus Hall, B'klyn, N.Y.	1914		\$150
Penn Valcour, Clinton Co.	C. K. TAYLOR, B.S., A.M. St. Martin's, Phila., Pa.	1905	Jun. 23 Aug. 27	\$175
Pine Bluff Port Jefferson, L.I.	HENRY S. PETIT, M.D. 106 Gates Ave., B'klyn, N.Y.	1895	Jun. 26 Sep. 3	\$200 \$110
Pok-o'-Moonshine Willsborough	Dr. CHARLES A. ROBINSON Peekskill, N.Y.	1906	Jul. 1 Aug. 28	\$200 \$100
Repton Port Henry	O. C. ROACH Repton Sch., Tarrytown, N.Y.	1907	Jul. 1 Aug. 31	\$150 \$50
Riverdale Long Lake, Hamilton Co.	FRANK S. HACKETT, A.B. Riverdale, N.Y.	1912	Jul. 1 Sep. 1	\$225
Rushing Waters Shandaken	R. L. MARSANS Shandaken, Ulster Co., N.Y.	1914	Jul. 1 Sep. 1	\$100 \$50
Schroon Lake Schroon Lake	Dr. I. S. MOSES 219 W. 81st St., N.Y.C.	1906	Jul. 1	\$200
Wake Robin Woodland	H. W. LITTLE, A.B. Lincoln H.S., Jersey Cy., N.J.		Jul. 1 Aug. 31	\$125 \$75
Woodland Phoenicia	ERWIN S. SPINK Phoenicia, N.Y.		Jul. 1 Aug. 31	\$150
Bushkill Farms Bushkill, Pike Co., Pa.	J. L. MANASSES, A.B., M.D. 220 S. 16th St., Phila., Pa.		Jul. 1 Sep. 1	\$150
Choconut Friendsville, Pa.	Mrs. GEO. L. WINLOCK 41 Bowdoin St., Camb., Mass.	1895	Jul. 1 Aug. 31	\$175 \$100
The Dan Beard Outdoor Scout Sch. Lake Teedyuskung, Pa.	DANIEL C. BEARD Flushing, L.I., N.Y.	1916	Jun. 29 Aug. 26	\$200

Enr. Age L.	Instr. Coun.	Special Features
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NEW YORK AND PENNSYLVANIA

50 9-19	7	Health. Character. Recreation. Supervision.
38	4	Many students become artists and art teachers. Prevocational methods.
140 12-16	25	Oldest existing summer camp. Athletics. Woodcraft. Nature study.
40 11-21	10	Tutoring and recreation. Scoutcraft. Dramatics. Self-government.
50 10-16	9	Nature study. Woodcraft.
126 12-17	15	Groups of seven. Woodcraft. Campercraft.
45 8-20	4	Nature study. Shooting. Swimming-pool. Bungalows.
10 8-14	2	Horseback. Riding. Fishing. Shooting.
40 10-17		Canoe trips through the Adirondacks.
50 8-15	10	Each tent a separate camp. Campercraft. Woodcraft. Everything made by the boys themselves.
80	25	Sailing, etc.
115 9-17	14	Morning classes for all. Usual sports.
40 9-16	5	Natural History.
30 10-15	6	Boy Scouts. Camera-hunting.
12 8-14	1 1	Tutoring. Summer dept. of Shandaken Institute.
80		Jewish.
30 8-15	5 2	Mountain life. Woodcraft. Nature study. Manual training.
		Summer session of Woodland School.
43 7-17	10	Adjunct camp for adults. Swimming emphasized.
30 8-15	5 men 3 women	100-mile canoe trip. Shetland ponies. Handicraft. Dramatics. 600-acre farm.
		Open-air day and night.

BOYS' CAMPS

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Harlee	Tyler, Pa.	WM. MITCHELL 920 Cauldwell Ave., N.Y.C.		Jul. 1 Sep. 5	\$150 \$75
Pokanoket	Lake Carey, Pa.	JOSEPH W. OLIVER 241 Adelphi St., B'klyn, N.Y.		Jul. 1 Aug. 28	\$125 \$75
Pole Bridge	Matamoras, Pa.	WM. E. PALMER, A.M., Ph.D. Paterson, N.J.	1914	Jun. 30 Sep. 1	\$175 \$100
Red Cloud	Silver Lake, Susq. Co., Pa.	Rev. J. T. RUSSELL, A.M. Stoneleigh Ct., Wash., D.C.		Jul. 1 Sep. 1	\$300
Susquehannock	Brackney, Susq. Co., Pa.	GEO. C. SHAFER 115 Broadway, N.Y.C.	1905		\$175 \$100
Tunkhannock	Pocono, Pa.	C. MITCHELL FROELICHER Gilman Co. Sch., Balt., Md.	1914	Jul. 3 Sep. 2	\$180 \$100
Yapeechu	Milford, Pa.	CHARLES F. WILSON W. State St., Trenton, N.J.	1900	Jun. 28 Aug. 31	\$175

THE SOUTH, THE WEST, AND CANADA

Blue Ridge	Ivy Depot, Va.	R. WARNER WOOD, M.A.	1909	Jul. 1 Aug. 26	\$115
Rockbridge	Lexington, Va.	Maj. S. W. ANDERSON, B.S., M.S.	1915	Jun. 26 Aug. 7	\$100
Greenbrier	Alderson, W. Va.	Dr. W. HULLIHEN, Ph.D. Sewanee, Tenn.	1898	Jun. 29 Aug. 24	\$150 \$89
Cherokee	Brison City, N.C.	R. W. D. TAYLOR Woodberry Forest, Va.			
French Broad	Brevard, N.C.	HENRY E. RAINES, B.S. Citadel Col., Charleston, S.C.		Jul. 1 Aug. 26	\$138 \$73
Laurel Park	Hendersonville, N.C.	Prof. I. B. BROWN, A.B. Charleston, S.C.	1912		\$120 \$63
Sapphire	Brevard, N.C.	W. MCK. FETZER Davidson, N.C.	1914	Jun. 29 Aug. 24	\$120 \$60
Culver	Culver, Ind.	Col. L. R. GIGNILLIAT Culver, Ind.	1902	Jun. 24 Aug. 24	
Interlaken School	Rolling Prairie, Ind.	EDWARD A. RUMELY		Jun. 22 Sep. 1	\$125
Kee-Mo-Sah-Bee	Mullet Lake, Mich.	CHARLES W. YEAGER Detr.Un. Sch., Detr., Mich.	1916	Jun. 21 Aug. 31	\$150
Kenmore	Fountain, Mich.	Rev. W. H. MACPHERSON Joliet, Ill.	1912		
Tosebo	Manistee, Mich.	NOBLE HILL, Ph.B. Woodstock, Ill.		Jun. 28 Aug. 23	\$100 \$50
Sosawagaming	Big Bay, Mich.	CLARENCE E. SNYDER, A.M. 307 Monroe Bldg., Chi., Ill.	1912	Jul. 1 Sep. 15	\$165 \$90
Algoma	Oshkosh, Wis.	HENRY E. POLLEY	1910	Jun. 29 Aug. 31	\$100 \$15 wk.

Enr. Age L.	Instr. Coun.	Special Features
50 8-16	5 5	Manual training. Aquatics. Athletics.
40 8-16		Excursions. Manual Training. Dramatics.
20 8-18	6 6	Tutoring. Music. Brass band. Nature study. Woodcraft. Forestry.
13-17		No extras; fee includes everything.
100	22	
15 10-17	5	Weekly trips. Contests in all sports with nearby camps and settlements. Tutoring.
25 11-17	5	Camping and exploring trips. Nature study.

THE SOUTH, THE WEST, AND CANADA

50 12	10 10	Physical, mental, and moral development and efficiency. Studies extra; \$20 each subject.
10 9-16	3	First Aid Course. Excursions. Tutoring. Cross-country hikes. Scoutcraft.
100 11-	30	Athletic Camp. Academic Department.
49 12-18	3 14	2200 feet elevation. School work and recreation. Well equipped house. Hikes and canoe trips.
65	12 17	Athletic and educational.
75 10-20	20	Tutoring, Manual Training. Lecture Courses. All sports.
546 12-20		Three schools: Naval School, Cavalry School, School of Woodcraft.
8-18		Farm activities. Carpentry. Metal work. Auto trip to Panama Exposition at extra expense for groups of 10.
	9	Summer Camp and Woodcraft School. Camp band.
50	6 7	Mayor. Commissioners. Town meeting.
40 6-15	6	Boy citizens. Not a school.
10-20		Three auxiliary camps.
18 10-16	5	One and two room sleeping cottages. Fishing. Tutoring.

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Indianola	Madison, Wis.	F. G. MUELLER	1907	Jul. 6 Aug. 27	\$125
Keewatin	Prairie du Chien, Wis.	JAMES H. KENDRIGAN	1902	Jun. 20 Sep. 20	\$150 \$90
Minocqua	Minocqua, Wis.	JOHN P. SPRAGUE, M.D. Grinnell, Ia.	1904	Jun. 16 Aug. 25	\$180 \$125
Winnepe	Eagle River, Wis.	HOMER L. THOMAS [Mo. 5573 Delmar Blvd. St. Louis	1910	Jul. 5 Aug. 29	\$150
Wisconsin Highlands	Sayner, Vilas Co., Wis.	WM. J. MONILAW, M.D. U. of Chicago, Chicago, Ill.	1904	Jun. 18 Aug. 28	\$200 \$130
Evans	Flagstaff, Ariz.	H. DAVID EVANS Mesa, Ariz.			
Blackwater	Cody, Wyo.	B. C. RUMSEY Cody, Wyo.	1915		\$100 a month
Yellowstone	Fort Washakie, Wyo.	CHARLES C. MOORE 63 Wall St., N.Y.C.		Jul. 1 Aug. 26	\$350
Cedarvale	Hillsboro, Mont.	G. WM. BARRY, M.D.	1914	Jun. 15 Sep. 15	\$300 \$150
Santa Anita	Sierra Madre, Cal.	The Misses COOPER 2211 4th Ave., Los Angeles	1910	Jul. 10 Sep. 15	\$125 \$65
Mooswa	Lake Annis, N.S.	GEO. H. CAIN, A.B. 36 Oak St., Belmont, Mass.		Jul. 1 Sep. 1	
Aldercliff	Weymouth, N.S.	HORACE HOLDEN Simsbury, Conn.	1912		\$175
Massawippi	North Hatley, P.Q.	JOHN P. RICE Williamstown, Mass.	1908	Jul. 2 Sep. 1	
Kagawong	Rosedale, Ont.	E. A. CHAPMAN St. Andrew's Col., Toronto		Jun. 27 Sep. 5	\$150
Keewaydin	Timagami, Ont.	A. S. GREGG CLARKE Washington, Conn.	1893	Jul. 1 Aug. 31	\$175 \$120
Minne-Wawa	Algonquin Park, Ont.	W. L. WISE, Ph.B. Bordentown, N.J.	1910	Jul. 6 Aug. 30	\$150 \$75
Otter	Dorset, Ont.	Prof. C. V. P. YOUNG Ithaca, N.Y.			\$180
Temagami	Temagami, Ont.	A. L. COCHRANE Up. Can. Coll., Toronto	1900	Jul. 1 Aug. 31	\$150 \$80
Waubuno	Algonquin Pk., Ont.	G. G. BROWER, M.S., A.M. St. Model Sch., Trenton, N.J.			
Windigo	Windigo, Ont.	Dr. J. P. SPRAGUE Grinnell, Ia.	1914	Jun. 27 Sep. 15	\$120

Enr. Age L.	Instr. Coun.	Special Features
30 9-21	10	Tutoring. Music.
82	20	Canadian canoe trips.
52 9-16		Canoe trips.
63	12	Senior and Junior Divisions. Branch Camp.
84 10-16	18	Bird study. Large library. Photography. Music.
		Tutoring and camping trips.
9	2	Hunting. Fishing. Riding. Climbing. Two weeks' trip to big game country.
30		Cowboy life and exploring in Yellowstone Park.
15 10-21	1 2	Hunting and fishing. Parents may come, too. Mineralogy.
20 5-20	7	Two separate camps, one for boys 5-16, the other for girls 5-20.
10-16		Angling. Literature. Taxidermy. Chess. Manual training.
-14		For 12 boys. Summer outing.
		College tutoring. Special classes for adults.
50	6	Shooting and sailing. Swimming under instruction of Royal Life Saving Society.
		Real wild wood life; exploring, canoe trips, Canadian wilderness.
23	4	Woodcraft. Animal photography.
25	5	On small lake, 1200 feet elevation. Fishing.
60 10-20	6	Island in Lake Temagami. Boys from Eton, Harrow, and leading English schools.
12 12-16		Camping. Canoe exploring. Wild animal observation.
		For college men and sportsmen.

GIRLS'

MAINE

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Abena	Belgrade	Mr. & Mrs. A. E. LAMBERT Middlebury, Vt.	1907	Jun. 30 Aug. 31	\$185 \$100
Accomac	Hillside	CORINNE B. ARNOLD 1419 Master St., Phila., Pa.	1911	Jul. 1 Sep. 1	\$250
Alford Lake	South Hope	SUSAN M. KINGSBURY, Ph.D. Bryn Mawr, Pa.	1907	Jun. 29 Aug. 24	\$200
Eden	Harrison	F. M. GRACEY M. I. T., Boston, Mass.	1910	Jun. 29 Sep. 2	\$100 \$25 a wk.
Eden Club	Harrison	Mrs. F. M. GRACEY Somerville, Mass.	1911	Jun. 30 Aug. 31	\$100 \$25 2 wk.
Eggemoggin	Bath	Mr. & Mrs. E. L. MONTGOM- ERY Natick, Mass.	1915	Jul. 1 Sep. 1	\$160 \$90
Glen Eyrie	No. Belgrade	BEATRICE E. TANDY Yonkers, N.Y.	1913	Jul. 1 Sep. 1	\$150 \$75
Highland Nature Camps	South Naples	EUGENE H. LEHMAN 17 E. 60th St., N.Y.C.	1910	Jul. 1 Sep. 1	\$250
Juniper-Juveniles	Great Chebeague	C. H. & B. S. HADCOCK Marion St., Brookline, Mass.	1913		
Kineowatha	Wilton	ELIZABETH BASS, B.A.	1913	Jul. 1. Sep. 1	\$175 \$100
Ko Ko Sing	Waterford	LEWIS C. WILLIAMS Linden Ave., B'klyn, N.Y.	1914		\$175
Mars Hill	Union	DOROTHY MARCUS 204 W. 94th St., N.Y.C.	1916	Jun. 30 Aug. 25	\$200
Moy-Mo-Da-Yo	North Limington	F. HELEN MAYO [Mass. Montview St., W. Roxbury,	1909	Jul. 1 Aug. 28	\$200 \$100
Ohuivo	Oxford	MARY NORTH Montclair, N.J.	1913	Jun. 28 Aug. 29	\$160 \$85
Ono	Raymond	Mrs. NELLIE M. HOYT Cypress St., Brookline, Mass.	1913	Jul. 1 Aug. 31	\$100
Runoia	Belgrade Lakes	JESSIE C. POND [N.J. Mt. Prospect Av., Newark,	1908	Jun. 30 Sep. 1	\$175 \$100
Sans Souci	Litchfield	Mrs. EMILE H. TARDIVEL Univ. Rd., Brookline, Mass.	1913	Jul. 1 Aug. 30	\$150
Sebago-Wohelo	South Casco	Mrs. LUTHER H. GULICK 461 Fourth Ave., N.Y.C.	1910	Jun. 30 Sep. 1	\$300
Songo	Naples	SOPHIE R. H. LEVY, B.A. 39 W. 93d St., N.Y.C.	1913	Jun. 27 Sep. 3	\$250

CAMPS

MAINE

Enr. Age L.	Instr. Coun.	Special Features
63 8-18	15	Arts and crafts. Nature study. Archery. Horseback. Dancing.
62 13-17	11	Jewish. Sleeping bungalows. Modern plumbing. Afternoon study.
45 12-18	12	Cooking. Arts and crafts. 115 acres.
15 12-18	4	Camp Fire Girls. Canoe Trips. Glee Club.
25 18-50	2	Camp life for young women. Near Eden Camp.
20 12-18		Tennis. Dancing. Fares included.
20 12-18		Dormitory. Indian play and songs.
60	11	Jewish. Sleeping bungalows. All sports.
		For little girls. Motherly care. Island in Casco Bay.
28 8-20	10	Sleeping bungalows. Modern equipment. Mountain trips.
		Private camp for select number.
		Music emphasized.
40		Folk dancing. Handicrafts. Camp Fire Circle.
		Simple games and sports.
8 -15		Home camp. Domestic science. Older girls also received.
35 10-22	7	Dancing. Handicrafts. Music.
		Small camp. Home atmosphere. Archery.
42		Home camp of Camp Fire Girls. Singing. High ideals.
48	8	Jewish. Emphasis on athletics.

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Teconnet	China	CHARLES F. TOWNE, A.B. Sch. Dept., Providence, R.I.	1912	Jul. 1 Sep. 1	\$150
Tripp Lake	Poland	CYD BETTELHEIM 46 W. 83d St., N.Y.C.	1911	Jul. 1 Sep. 1	\$225
Wabunaki	Hillside	AMY DUNLAP Packer Col. Inst., B'klyn, N.Y.	1910		\$200
Wildwood	Bridgton	ROSE SOMMERFELD 225 E. 63d St., N.Y.C.	1916	Jun. 28 Aug. 30	\$300
Wyonegonic	Denmark	Mr. & Mrs. C. E. COBB	1902	Jul. 6 Sep. 2	\$250

NEW HAMPSHIRE

Acadia	Lakeport	Dr. and Mrs. J. G. QUIMBY	1909	Jul. 1 Aug. 31	\$150
Anawan	Meredith	The Misses HAZELTON Chatham St., Camb., Mass.	1913	Jul. 3 Sep. 1	\$175 \$100
Aloha Club	Pike	HELEN GULICK Fairbanks St., B'kline, Mass.	1910	Jul. 1	\$200 \$110
Chatham Woods	South Chatham	KATHERINE L. BISHOP Mill Hill Ave., Br'dg'pt, Conn.	1910		\$150
Eagle Point	Rumney	Miss VIRGINIA SPENCER 218 Madison Ave., N.Y.C.	1905		
Fairweather	Francestown	MATILDA D. FAIRWEATHER Chapel St., New Haven, Conn.	1911	Jul. 1 Aug. 31	\$150 \$80
Good Times	Meadowbrook	Mrs. CORA F. HAYWARD	1914	Jun. 15 Sep. 15	\$10 wk.
Mrs. Hassan's	Bristol	Mrs. LAURA H. HASSAN 851 W. End Ave., N.Y.C.	1904	Jul. 1 Sep. 1	\$200 \$110
Kareless Klub	Alton	CLARA O. YORKE	1913		\$7 wk.
Kehonka	Wolfeboro	LAURA I. MATTOON 160 W. 74th St., N.Y.C.	1906		
Kuwiyan	East Alton	ELIZABETH D. EMBLER 160 W. 74th St., N.Y.C.			
Larcom	Tamworth	Mrs. S. G. DAVIDSON	1913	Jun. 23 Sep. 3	\$150 \$15 wk.
Oahe	Munsonville	Dr. and Mrs. C.A. EASTMAN Amherst, Mass.	1915	Jul. 1 Sep. 2	\$200 \$100
Pine Knoll	Pequaket	Mrs. FRANCES H. WHITE 115 Ocean St., Lynn, Mass.	1914	Jun. 29 Aug. 28	\$160
Pinecroft	Bristol	Mrs. ALFRED W. CARR 326 Bay State Rd., Boston		Jun. 26 Aug. 28	\$200 \$150
Pinelands	Center Harbor	Mrs. MUÑOZ 910 Clinton St., Phila., Pa.	1902		

Enr. Age L.	Instr. Coun.	Special Features
50	10	Entire island in lake. Development and rest.
80		Jewish. Fashionable and successful.
25 11-18	8	Nature study. Archery. Handcrafts.
75		Tutoring if desired. Resident physician and trained nurse.
180 8-21	64	Three separate camps. Oldest camp for girls.

NEW HAMPSHIRE

20		Camp Fire Girls. Happy, homelike camp.
30 9-18	10	Horseback. Handicrafts. Mountain hikes.
130 8-25		Music. All sports. Mostly older girls.
25 12-		Archery. Fishing. Hikes.
		Instruction in Music, Art, and Elocution.
27 12-23	7	Baseball. Domestic Arts and Sciences.
6 3-8		Little children. Mothering.
18 10-20		Dormitory. Dancing. Excursions.
		Bathing. Boating. Croquet. Rides.
		Limited to 30.
20 8-17	5 5	Adjoining camp for parents.
15		Indian games and sports. Pageant.
10 10-24		Mental poise and harmonious living.
10-20	4	Lake and hills. Cups for English Comp., neatness. Usual sports.
50		Limited, fashionable patronage.

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Sargent	Peterboro	Dr. DUDLEY A. SARGENT Cambridge, Mass.	1913	Jul. 6 Sep. 3	\$200 \$110
Serrana	Pike	EMMA G. SEBRING, A.M. 559 W. End Ave., N.Y.C.	1916	Jun. 29 Aug. 31	\$200 \$110
Tahoma	Pike	ANNA W. COALE 56 Elm St., Montclair, N.J.	1915		\$175
Tall Pines	Bennington	Miss REAVELEY Beacon St., Gloucester, Mass.	1915	Jun. 30 Sep. 1	\$150
Wawonaissa	Spofford	Mrs. E. LEB. CROFTON Newman Sch., Hackensack			
Weetamoo	New London	FLORENCE E. GRISWOLD 141 Prospect St., Prov., R.I.	1916	Jun. 30 Sep. 1	\$175
Winnetaska	Ashland	Dr. JOHN B. MAY Cohasset, Mass.	1914	Jun. 30 Sep. 1	\$180
Winona Fields	Ashland	Dr. MARY R. LAKEMAN 9 Summer St., Salem, Mass.	1906	Jul. 3 Aug. 28	\$175

VERMONT

Aloha	Fairlee	EDWARD LEEDS GULICK Fairbanks St., B'kline, Mass.	1905	Jun. 30 Sep. 1	\$200 \$110
Aloha Hive	Ely	Mrs. E. L. GULICK	1915	Jun. 28 Aug. 30	\$200 \$110
Barnard	Malletts Bay	Barnard Sch. for Girls, N.Y.C.			
Bluebird	East Berkshire	MARY P. ANDERSON Hor. Mann Sch., Col. U., N.Y.	1911	Jun. 1 Sep. 30	\$200
Farwell	Wells River	J. H. FARWELL, A.B., A.M. The "Castle," Tarrytown, N.Y.	1906		\$175
Hanoum	Thetford	Mr. & Mrs. FARNSWORTH Teachers Col., Col. U., N.Y.C.	1908	Jul. 1 Aug. 26	\$200 \$100
Hokomoko	Fairlee	D. S. CONANT, A.B. Bradford, Vt.	1910		\$150
Ken-Jocketee	South Strafford	Mr. & Mrs. J. W. TYSON, Jr. Malvern, Pa.	1912	Jun. 30 Sep. 1	\$175 \$87
Quinibek	South Fairlee	PARTNERSHIP	1911	Jul. 1 Sep. 1	\$225 \$120
Tela-wauket	Roxbury	Mr. & Mrs. C. A. ROYS 10 Bowdoin St., Camb., Mass.	1913	Jul. 1 Aug. 31	\$150 \$80
Winnahkee	Malletts Bay	Mrs. W. H. BROWN 311 W. 83d St., N.Y.C.	1916	Jun. 29 Aug. 30	\$200 \$125
Winneshewauka	Lunenburg	KARL O. BALCH	1915		\$200
Wuttaunoh	Northfield	E. A. SHAW, C.E., A.M.	1914	Jun. 30 Aug. 26	\$150 \$75

Enr. Age L.	Instr. Coun.	Special Features
85 12-24	25	Elaborately equipped for Sargent School.
		Riding and tutoring extra.
21	9	Music emphasized.
10-15		Catholic girls.
10-24		Art. Crafts. Nature study.
30 10-18	10	Walking and canoeing trips. Nature study. Auxiliary camps, N. Woodstock.
20 9-25	5	Camp Fire Girls. Outdoor sports.

VERMONT

130 12-18	13 14	A singing camp. Water sports. Trips.
20	3 2	Sports. Crafts. Individual mothering.
25		Girls under 15. Boys under 10.
34		Tutoring and usual sports.
72 8-25	9 5	Private pond and farm. Camp Fire Girls. Out-of-door esthetic dancing. "Gipsy trips." Riding.
		All sports. Sketching. Needlework.
25 10-25	6	Pottery. Stenciling. Gypsying trips. Horseback instruction. Usual sports.
125	25 8	Sleeping bungalows. Horseback riding. No extras.
114 10-20	16	Sleeping bungalows. Leather work. No extras.
35	10	Horseback riding. Hiking. Canoeing. Hayrides. Arts and crafts.
		Bungalows. Sports. Horseback riding.
17 12-20	3 1	Horsemanship. Nature study. Tramps. Social games. All sports.

GIRLS' CAMPS

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Wynona	Fairlee	Mrs. THEODORA PINKHAM 1 Garden St., Camb'dge, Mass.	1913		\$200

MASSACHUSETTS

Catamount	Shattuckville	ALICE A. CROUCH S. Wash St., Rochester, N.Y.	1912	Jul. 1 Aug. 27	\$125 \$50
Chequesset	Wellfleet	WM. G. VINAL, S.B., A.M. R. I. Norm. Sch., Prov., R.I.	1914	Jul. 1 Aug. 26	\$160 \$95
Cowasset	Buzzards Bay	BEATRICE A. HUNT Church St., Marlboro, Mass.	1915	Jul. 10 Aug. 28	\$70
Monponsett	Halifax	Mrs. ELLEN DRESSER Manor School, Halifax, Mass.	1915		
Mrs. Norman White's	Orleans	Mrs. NORMAN WHITE 424 W. 119th St., N.Y.C.			
Portinimicut	South Orleans	Mrs. M. F. McDONOUGH Talbot Ave., Dorch., Mass.	1910		
Quanset	South Orleans	Mrs. E. A. W. HAMMATT Newton Center, Mass.	1907		
Setucket	Brewster	Miss A. W. FOSTER Brewster, Mass.	1914		
Sea Pines	Brewster	Miss FAITH BICKFORD Brewster, Mass.			

CONNECTICUT

Chinqueka	Bantam	DAVID LAYTON 669 Dawson St., N.Y.C.	1915	Jul. 1 Aug. 31	\$150 \$80
Menuncatuk	Guilford	Mrs. T. A. HOOKER, A.B. Saugus, Mass.	1909	Jul. 1 Aug. 31	\$150 \$80
Mystic	Mystic	MARY L. JOBE, A.M. 50 Morningside Drive, N.Y.C.	1916		\$250
Po-ne-mah	South Kent	J. WILFORD ALLEN, M.D. 117 W. 12th St., N.Y.C.	1915		\$150
Sebowisha	R. F. D. 7, Norwich	MARION R. SMITH	1911	Jul. 1 Aug. 14	\$110

NEW YORK, PENNSYLVANIA, AND THE WEST

Arey	Arey, N.Y.	ANDRÉ C. FONTAINE Roslyn, L.I., N.Y.	1912		\$100
Belle Ayre	Griffins Corners, N.Y.	Mrs. M. LIPSET 55 W. 95th St., N.Y.C.		Jun. 30 Sep. 1	\$200
Black Elephant	Silver Bay, Lake George, N.Y.	Miss THEODA F. BUSH Farlow Rd., Newton, Mass.	1910		
Cedar	Pottersville, N.Y.	ALICE G. FOX 4048 Chestnut St., Phila., Pa.	1912	Jul. 1 Sep. 2	\$125

Enr. Age L.	Instr. Coun.	Special Features
19		Golf, Tennis, Arts and Crafts.

MASSACHUSETTS

		Camp Fire Girls. Sketching.
42 10-25	9	Salt and fresh water bathing. Sailing. Gardening. Folk-dancing. Wood lore.
15 7-15	6	Recreation camp. Bathing. Swimming. Boating.
		On grounds of private school. All sports.
		Mostly R. C.
100		Musical play. Sailing. Weaving.
		Very young children.
100		Summer session of school.

CONNECTICUT

18 12-18		Summer home of Laytons.
31 9-35	2 3	Folk-dancing. Arts and Crafts. Sailing. Camp-fires and moonlight suppers.
		Western camp in eastern environment. Campercraft. Boating. Swimming.
10-16	4	On Spectacle Lakes.
15	5	Screened sleeping-porches. Baseball. All sports.

NEW YORK, PENNSYLVANIA, AND THE WEST

50	5	Tutoring if desired. Horseback riding.
		Jewish girls.
15		
18 14-20		Auto, canoe, and tramping trips.

Name	Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Harmony	Jamesport, L.I., N.Y.	Mrs. W. M. STONEHILL 209 7th Ave., B'klyn, N.Y.			
Mesacosa	Corinth, N.Y.	J. F. WILLIAMS, A.B., M.D. Teach. Col., Col. Un., N.Y.C.	1914	Jun. 24 Aug. 27	\$175 \$20 wk.
Niqueenum	Willsborough, N.Y.	MARGARET LYALL VIRGINIA HOTT	1913		
Sewanhaka	Mt. Sinai, L.I., N.Y.	Dr. HENRY S. PETIT 106 Gates Ave., B'klyn, N.Y.	1914		\$200
Setag	[N.Y.] Lake Pleasant, Hamilton Co.,	ADA M. GATES 618 Auburn Ave., Buffalo, N.Y.	1908	Jun. 28 Aug. 30	\$200
Silver Lake	[N.Y.] Hawkeye P.O., Clinton Co.,	NINA HART [N.Y.] Packer Col. Inst., B'klyn,	1912	Jul. 1 Sep. 1	\$200
Annung	North Water Gap, Pa.	Mrs. ANNA S. CUSHMAN 225 E. 17th St., Br'klyn, N.Y.	1914	Jun. 30 Sep. 5	\$12 wk.
Halcyon	Fern Ridge, Pa.	Misses Metcalf's School, Tarrytown, N.Y.			
Oneka	Tafton, Pike Co., Pa.	ERNEST W. SIPPLE W. Duval St., Germ., Pa.		Jul. 6 Aug. 31	\$130
Pine Tree	Pocono Pines, Pa.	BLANCHE D. PRICE 309 W. School Lane, Phila., Pa.	1911		
Wyalusing	Little Meadows, Pa.	Mrs. ROBT. S. NEWHALL Mt. Airy, Phila., Pa.			\$200
Minnehaha	Bat Cave, N.C.	Mrs. WM. ROXBY	1912	Jun. 1 Sep. 1	
Trails End	Lexington, Ky.	MARY D. SNYDER 362 S. B'way, Lexington, Ky.	1913	Jul. 1 Sep. 1	\$100 \$12 wk.
Wyndcroft	Kingsville, Ohio	Mrs. ARTEMAS B. LUCE Glen Ridge, N.J.			
Marion	Fountain, Mich.	Rev. W. H. MACPHERSON	1912		
Michigamme	Michigamme, Mich.	Mrs. CAROLINE S. ROWELL Independence Rd., K. Cy., Mo.	1911	Jul. 1 Sep. 1	\$150
Pinewood	Brutus, Mich.	GERTRUDE TUTTLE The Cambridge, Ind., Ind.	1916	Jun. 28 Aug. 23	\$160
Sandstone	Green Lake, Wis.	ELVA I. HOLFORD Crystal Springs, Fla.	1912	Jun. 20 Aug. 15	\$150
Awanda	Lyons, Col.	LOIS S. HALL Lyons, Col.	1912		
Caribou Lodge	Boulder, Col.	Miss L. A. SMALL		Jun. 4 Sep. 15	\$100

Enr. Age L.	Instr. Coun.	Special Features
8-14		
30 12-22	6 4	Dramatics. Camp garden. Dancing.
15		
25		Related to Pine Bluff Camp. Sailing. Dancing. Horseback. Arts and Crafts.
40 10-18	4 6	Camp Fire Girls. Art. French Conversation. Trained nurse. Horseback.
		Jewelry work. Canoeing. Riding.
25 -	4	Junior and Senior Groups. Arts and Crafts.
		Nature study. Tennis.
32 12-20	6	Water sports emphasized.
		Domestic Science. Golf.
-14		
		Camp Fire laws.
15 12-24	1 3	Trip to Mammoth Cave. Farm of 250 acres. Swimming. Horseback, etc.
8-16		Boating. Swimming. Riding.
20		Camp Fire Girls. Folk dancing. Nature study.
40	12	Gymnastic and Folk-dancing. French and German clubs.
		Summer Camp and Tutoring School.
50	12	Canoeing, Swimming, Riding.
20		Big Sister movement.
		Practical Forestry. Wild Flower Botany.

SUPPLEMENTARY LIST OF SCHOOLS

Not Elsewhere Included in This Handbook

BOYS' SCHOOLS

NEW ENGLAND

- HANOVER TUTORING SCHOOL, Hanover, N.H.
John W. Leydon, Director. Summer Session.
ALLEN SCHOOL, West Newton, Mass., will reopen in the fall, 1917.
Thomas Chalmers, A.B., D.D., Director. 10 miles from Boston. Military.
BERKELEY PREPARATORY SCHOOL, 64 St. James Ave., Boston. Est. 1907.
Henry Hopkinson, Prin.
ST. JOHN'S SCHOOL, Worcester, Mass. Brother Henry, Prin., R.C.
ST. JOSEPH'S ACADEMY, Wellesley Hills, Mass. Elementary.
TRINITY SCHOOL, Lenox, Mass. Miss Lippincott, Prin.
COUNTRY SCHOOL, Woodbury, Conn. Est. 1908.
Ruth B. Smith, Prin. Elementary.
WESTPORT HOME SCHOOL, Westport, Conn. Est. 1911.
Edward D. Merriman, A.M., Prin.

MIDDLE STATES AND MARYLAND

- ACADEMY OF THE SACRED HEART, Syracuse, N.Y.
Rev. John F. Mullany, Prin., R.C.
AUGUSTINIAN ACADEMY, Tomkinsville, N.Y.
F. F. Commins, Prin., R.C.
CASWELL ACADEMY, Fishkill-on-Hudson, N.Y. T. L. Kennedy, Prin.
Preparatory and general courses. Summer School and camp.
CATHEDRAL ACADEMY, Albany, N.Y. J. A. Delaney, Prin., Enr. 70, R.C.
CHAMPLAIN ACADEMY, Port Henry, N.Y.
Sister M. Berchmaus, Prin., R.C.
CHRISTIAN BROTHERS ACADEMY, Albany, N.Y., Enr. 103, R.C.
CHRISTIAN BROTHERS ACADEMY, Syracuse, N.Y.
Brother William, Prin., Enr. 223, R.C.
CLARK SCHOOL OF MENTAL CONCENTRATION, 259 W. 75th St., New York.
CRAVEN SCHOOL, Mattituck, L.I., N.Y. Est. 1913.
Rev. Charles E. Craven, Enr. 4.
DE LA SALLE INSTITUTE, 106-108 Central Park West, New York. Est. 1888.
Rev. Brother Rodolphus, Enr. 74, R.C.
EPISCOPAL BOYS' HOME BOARDING SCHOOL, Harrison, N.Y. Est. 1895.
H. A. and Katherine M. Fonda-Sattler, Prin.
RUGBY SCHOOL, Syracuse, N.Y.
Frank R. Sherman, A.B., Director. Summer School connected.
RYE COUNTRY SCHOOL, Harrison, N.Y. Est. 1901.
Sumner Blakemore, Prin. Tuition \$800.
ST. FRANCIS ACADEMY, 41 Butler St., Brooklyn, N.Y.
Brother David, Prin., Enr. 319, R.C.
ST. JAMES ACADEMY, 248 Jay St., Brooklyn, N.Y. Est. 1851.
Brother Vincent, Prin., Enr. 90, R.C.
ST. JOSEPH'S COLLEGIATE INSTITUTE, Buffalo, N.Y.
Brother Thomas, Pres., Enr. 225, R.C.
TRINITY SCHOOL, Mamaroneck, N.Y.
Rev. W. H. C. Lylburn, Prin., Episcopal. A small home school.
ST. BENEDICT'S PREPARATORY SCHOOL, Newark, N.J., Enr. 180, R.C.
ST. JOSEPH PREPARATORY SCHOOL FOR BOYS, Convent Station, Morris County, N.J. Est. 1862.
SOMERSET HILLS SCHOOL, Far Hills, N.J. Est. 1915.
H. B. Lance, Head Master. Boarding and day. Enr. 28.
WINCHESTER SCHOOL FOR BOYS, Longport, Atlantic City, N.J.
Douglas Howe Adams, Head Master.

- BUCKNELL ACADEMY, Lewisburg, Pa. W. S. Wilcox, Prin. Tuition \$290.
 EAST LIBERTY ACADEMY, Pittsburgh, Pa. Est. 1890.
 James C. Armstrong, A.M., Prin., Enr. 150.
 MAPLEWOOD INSTITUTE, Concordville, Pa. Est. 1863.
 J. Chauncey Shortlidge, A.B., Harv. '78, Prin.
 PHILLIPS BROOKS SCHOOL, 4224 Baltimore Ave., Philadelphia, Pa. Est. 1904.
 Howard S. Eitzel, A.M., Head Master.
 VILLANOVA PREPARATORY SCHOOL, Villanova, Pa.
 Rev. E. G. Dohan, Prin., R.C.

SOUTHERN STATES

- GREEN UNIVERSITY SCHOOL, Athens, Va. Walter K. Greene, Prin.
 OLD DOMINION ACADEMY, Berkeley Springs, W. Va. E. E. Neff, Ph.D., Prin.
 Semi-Military. Tuition \$260.
 BAIRD'S SCHOOL FOR BOYS, Charlotte, N.C.
 Maj. J. G. Baird, A.B., Prin.
 CAPE FEAR ACADEMY, Wilmington, N.C. Est. 1872.
 Washington Catlett, Prin.
 DARLINGTON SCHOOL, Rome, Ga. Est. 1905.
 George I. Briggs, A.B., Prin., Enr. 62, Day School.
 BETHEL COLLEGE, Russellville, Ky. Est. 1852.
 H. G. Brownell, Pres., Enr. 114, Baptist.
 BOWEN SCHOOL, Nashville, Tenn. Est. 1896. A. G. Bowen, A.M., Enr. 100.
 HALL MOODY INSTITUTE, Martin, Tenn. Est. 1900.
 H. E. Watters, A.M., D.D., Pres., Enr. 500.
 MORGAN SCHOOL, Fayetteville, Tenn. Est. 1899. R. K. Morgan, Prin.
 BAPTIST COLLEGIATE INSTITUTE, Newton, Ala. Est. 1898.
 A. W. Tate, Pres., Enr. 120.
 BARNES SCHOOL, Montgomery, Ala. J. M. & E. R. Barnes, Enr. 50.
 BRYANT SCHOOL, Fort Worth, Tex. Est. 1912.
 W. Cullen Bryant, A.B., Prin., Enr. 38.
 GARDEN ACADEMY, San Antonio, Tex. Est. 1908.
 Rev. A. W. S. Garden, Enr. 30.
 SAN ANTONIO ACADEMY, San Antonio, Tex. Est. 1903.
 W. W. Bondurant, Prin.

NORTH CENTRAL STATES

- MARION NORMAL INSTITUTE, Marion, Ind., Junior College and Academy.
 CHICAGO JUNIOR SCHOOL, Walhalla, Mason Co., Mich. Est. 1913.
 J. B. Whitney, Director. A Home and Farm School. Office in Chicago.
 THE HUDSON SCHOOL, Grand Circus Park, Detroit, Mich.
 Benjamin D. Edwards, Director. Carter B. Robinson, Head Master.
 AUGUSTANA COLLEGE AND THEOLOGICAL SEMINARY, Rock Island, Ill.
 Preparatory Department of 10.
 CHADDOCK BOYS' SCHOOL, 24th St. and Madison Park, Quincy, Ill. Est. 1899.
 Hugh C. McPherson, Dean, Enr. 43.
 COLLEGE SCHOOL, THE, Kenilworth, Ill. Est. 1905. Small.
 NORTH PARK COLLEGE, 3257 Foster Ave., Chicago, Ill.
 D. Nyvall, Pres., Preparatory and Special Courses.
 DUBUQUE COLLEGE ACADEMY, Dubuque, Ia. Est. 1873.
 Rev. D. M. Gorman, LL.D., Pres., Enr. 304.
 HIGHLAND PARK COLLEGE, Des Moines, Ia.
 Geo. P. Magill, A.B., Prin.
 HOWARD PAYNE COLLEGE, Fayette, Mo. Est. 1844.
 H. E. Stout, Pres., Junior College.
 WEBER ACADEMY, Ogden, Utah. Est. 1888.
 James L. Barker, A.B., Prin., Enr. 446.
 GRAHAM SCHOOL FOR BOYS, Denver, Col.

PACIFIC COAST STATES

- SAYLOR BOARDING SCHOOL, Spokane, Wash. Est. 1898. J. F. Saylor, Owner.
 MT. ANGEL COLLEGE AND SEMINARY, Mt. Angel, Ore. Est. 1887.
 The Benedictine Fathers, Enr. 70, Acad. and Coll.
 GRING SCHOOL FOR BOYS, Montecito, Santa Barbara, Cal.
 R. B. Gring, A.B., Harv., Prin.
 BOONE'S UNIVERSITY SCHOOL, Berkeley, Cal. Est. 1881.
 Benjamin Weed, Head Master, Enr. 70.
 LA GRANGE SCHOOL OF SYMMETRICAL EDUCATION, 433 Park View St., Los Angeles, Cal. Margaret La Grange, Prin.

- HILLSBOROUGH SCHOOL, San Mateo, Cal.
 H. B. Barton, Head Master.
 TWIN OAKS RANCH SCHOOL, San Marcos, Cal.
 Leonard A. Jordan, Prin., Enr. 15.
 YALE SCHOOL, 209 S. Union Ave., Los Angeles, Cal.
 T. G. Adams, Head Master.

MILITARY SCHOOLS

- WORRALL HALL ACADEMY, Peekskill, N.Y. Est. 1867.
 CLASON POINT MILITARY ACADEMY, Clason Point, N.Y. Est. 1883.
 Rev. Brother Edmund, Prin., Enr. 125, R.C.
 ST. JOHN'S SCHOOL, Ossining, N.Y. Est. 1843.
 Rev. W. A. Ranney, A.M., Pd.B., Prin. Separate School for younger boys.
 FREEHOLD MILITARY SCHOOL, Freehold, N.J.
 Major Charles M. Duncan. Semi-Military.
 BRIARLEY HALL MILITARY ACADEMY, Poolesville, Md. S. J. Lodge, Supt.
 FORK UNION MILITARY ACADEMY, Fork Union, Va. Est. 1897.
 C. E. Croeland, A.B., Pres., Baptist.
 CHICK SPRINGS MILITARY ACADEMY, Chick Springs, S.C. Est. 1916.
 F. L. McCoy, Ph.D., Supt. Classical, Scientific, and Commercial courses.
 CARLISLE MILITARY INSTITUTE, Whitewright, Tex. Est. 1903.
 J. M. Carlisle, A.M., LL.D., Supt., Enr. 140.
 MIAMI MILITARY INSTITUTE, Germantown, Ohio. Est. 1896.
 Col. O. G. Brown, Pres.
 MISSOURI MILITARY ACADEMY, Mexico, Mo. Est. 1889.
 Col. E. Y. Burton, Hd. Mast.
 KEARNEY MILITARY ACADEMY, Kearney, Neb. Est. 1892. George G. Ware.
 CALIFORNIA MILITARY ACADEMY, Los Angeles, Cal. Est. 1905.
 N. W. Brick, A.M., Prin. Day and Boarding School.
 LOS ANGELES MILITARY ACADEMY, Los Angeles, Cal. Est. 1895.
 Walter J. Bailey, Prin., well-known educator. Local patronage.
 PASADENA MILITARY ACADEMY, Pasadena, Cal.
 Prof. Blackwell, Prin. Formerly Santa Monica Mil. Acad.
 URBAN, Military Day and Boarding School for Young Boys, 800 S. Alvarado
 St., Los Angeles, Cal. Est. 1905. Compton Burnett, Hd. Mast.

GIRLS' SCHOOLS

NEW ENGLAND

- THE SNUGGERY, Warren, Me. Mrs. L. M. Hodgman, Prin.
 NASSON INSTITUTE, Springvale, Me. Est. 1912.
 Louisa I. Pryor, Dean, Enr. 90.
 ST. JOSEPH'S ACADEMY, Deering, Me. Est. 1881. Enr. 100.
 ACADEMY OF THE ASSUMPTION, Wellesley Hills, Mass. Est. 1893.
 Sisters of Charity, R.C.
 ACADEMY OF JESUS-MARY, Fall River, Mass. Est. 1877. R.C.
 ACADEMY OF NOTRE DAME, Roxbury, Mass. Enr. 145, R.C.
 ACADEMY OF SACRED HEART, 264 Commonwealth Ave., Boston. Enr. 42, R.C.
 MISS BRADFORD AND MISS KENNEDY'S SCHOOL, South Hadley, Mass.
 Miss Mary A. Bradford, Miss Virginia W. Kennedy.
 Faces Mt. Holyoke campus. College Preparatory course, Art, Arts
 and Crafts, Music.
 CRESTALBAN, Berkshire, Mass. To be opened September, 1917.
 Miss Margery Whiting. For young girls. Home training. Open-air
 classes and outdoor life.
 ELM HILL SCHOOL, Wenonah St., Roxbury, Mass. Est. 1886.
 Matilda W. Adams, Prin.
 THE MADAME ACHARD SCHOOL FOR GIRLS, 33 Alton Place, Brookline, Mass.
 Madame Clara C. Achard, Prin. Opens in September, 1917.
 Particular attention given to French.
 MT. ST. JOSEPH'S ACADEMY, Brighton, Mass. Enr. 136, R.C.
 ST. ANN'S ACADEMY, Marlboro, Mass. Est. 1887. Enr. 42, R.C.
 WALTHAM SCHOOL, Waltham, Mass. Est. 1860.
 George B. Beaman, Ph.D., Prin., Swedenborgian.
 WHITING HALL, S. Sudbury, Mass. Est. 1913.
 E. C. Whiting, A.B., B.D., Prin., Enr. 5. Home life emphasized.

ACADEMY OF THE SACRED HEART, Providence, R.I. R.C.

ST. XAVIER'S ACADEMY, 60 Broad St., Providence, R.I.

Sister M. Eulalia, Supt., Enr. 172, R.C.

ACADEMY OF NOTRE DAME, Waterbury, Conn.

Sister M. Carine, Prin., Enr. 52, R.C.

THE COURTLAND SCHOOL, Bridgeport, Conn. Inc. Est. 1891.

Miss Mary J. Miner, Prin.

MOUNT ST. JOSEPH SEMINARY, Hartford, Conn. Est. 1873.

Sister Mary Cecilia, Prin., Enr. 77, R.C.

WILLIAMS MEMORIAL INSTITUTE, New London, Conn. Est. 1891.

Colin S. Buell, Prin., Enr. 252.

MIDDLE STATES AND MARYLAND

ACADEMY OF THE HOLY NAME, Albany, N.Y. Sister M. Odilia, Enr. 128, R.C.

ACADEMY OF OUR LADY OF THE BLESSED SACRAMENT, Grymes Hill, L.I., N.Y.

Est. 1903. Sister St. Scholastica, Enr. 21, R.C.

ACADEMY OF SAINT JOSEPH, Brentwood, N.Y. Enr. 200, R.C.

ACADEMY OF THE VISITATION, Ridge Blvd. & 89th St., Brooklyn, N.Y. Est. 1855. Weekly bdg. and day.

COLUMBIA PREPARATORY SCHOOL, Rochester, N.Y. Est. 1892.

Caroline Milliman, Prin.

FEMALE ACADEMY OF THE SACRED HEART, Rochester, N.Y.

Madame Gabrielle de Roquefeuil, Prin., Enr. 65, R.C.

FLANNARDRIGH, The School for Special Students, 520 West End Ave., N.Y.C.

Mrs. Cyril Flannery, A.M. Est. 1905.

THE FRANCES SCHOOL, Pittsford, N.Y.

Miss Harriett C. Neafie, Miss Mabel A. Taylor, Prins.

HOLY ANGELS ACADEMY, Buffalo, N.Y. Est. 1857.

Sister M. Augustine, Prin., Enr. 130, R.C.

HOLY CROSS ACADEMY, 343 W. 42d St., N.Y.C.

Sister Louise Carmela, Prin., Enr. 105, R.C.

INSTITUTE OF THE SISTERS OF ST. JOSEPH, Buffalo, N.Y.

Sister Mary A. Burke, Prin., Enr. 72, R.C.

THE JACOBIN SCHOOL FOR GIRLS, 158-160 W. 80th St., N.Y.C.

Miss Mary E. Calhoun, Prin. General course and college prep.

MONROE PLACE SCHOOL, 50 Monroe Place, Brooklyn, N.Y.

Miss A. L. Magrath, Prin.

MT. ST. URSULA ACADEMY, Bedford Park, N.Y.C. Est. 1854.

Mother Mary Fidelis, Prin., Enr. 78, R.C.

NAZARETH ACADEMY, Rochester, N.Y.

Sister M. Marcella Reagan, Prin., Enr. 302, R.C.

NAZARETH SCHOOL, Bronxville, N.Y.

Rev. Mother Superior. P.E., Tuition \$200.

MISS ROUNDS' SCHOOL, 525 Clinton Ave., Brooklyn, N.Y. Tuition \$110.

ST. CATHARINE'S ACADEMIC SCHOOL, 539 W. 152d St., N.Y.C. Est. 1890.

Sister M. Bernadine, Prin., Enr. 34, R.C.

ST. ELIZABETH'S ACADEMY, Allegheny, N.Y.

Sister M. Theresa, Prin., Enr. 48, R.C.

ST. FRANCIS XAVIER ACADEMY, 721 Carroll St., Brooklyn, N.Y.

Sister M. Immaculate, Prin., R.C.

ST. GABRIEL'S SCHOOL, 231 E. 36th St., N.Y.C.

Sister M. Manella, Prin., Enr. 63, R.C.

ST. MARY'S ACADEMY, Glens Falls, N.Y.

Sister Mary Joseph, Prin., Enr. 41, R.C.

ST. MARY'S ACADEMY, Little Falls, N.Y. Enr. 122, R.C.

SHERMAN PARK SEMINARY, Port Henry, N.Y. Sisters of St. Joseph, R.C.

URSULINE SEMINARY, New Rochelle, N.Y. Est. 1897.

Mother M. Augustine, Prin., Enr. 45, R.C.

MRS. EDWARD FROTHINGHAM WYMAN, 57 W. 58th St., N.Y.C.

Receives in her home girls wishing to study in New York City.

ACADEMY OF ST. ELIZABETH, Convent Station, Morris Co., N.J. Est. 1859.

Enr. 116, R.C.

MISS ANABLE'S SCHOOL, New Brunswick, N.J. Est. 1883.

Harriet Anable, Prin. Day only.

BOWEN-VAN CLEEF SCHOOL, Trenton, N.J. Est. 1914.

Ida R. Bowen, Prin., Enr. 70.

CARTER SCHOOL FOR GIRLS, THE, Princeton, N.J. Est. 1905.

Maude Virginia Carter, Prin., Enr. 25.

COLLEGE OF MOUNT ST. MARY, Plainfield, N.J.

High School and Primary departments.

- CRANFORD SCHOOL FOR GIRLS, Cranford, N.J. Miss L. Blanche Powers.
 HOLY ANGELS BOARDING AND DAY SCHOOL, Fort Lee, N.J. Est. 1879.
 Sister Mary N. Dumphy, Prin., Enr. 210, R.C.
 STAR OF THE SEA ACADEMY, Long Branch, N.J. Est. 1885.
 Sisters of Charity, R.C.
 ALLENTOWN COLLEGE FOR WOMEN, Allentown, Pa. Est. 1867.
 Rev. Wm. F. Curtis, Pres. of College. Prep. Dept. a separate institution.
 AMBLER HOMESTEAD SCHOOL, Ambler, Pa.
 Elizabeth A. Armour, Prin., Country School.
 CYNWYD HOUSE, Cynwyd, Pa. An open-air school for little children.
 THE GORDON-RONEY SCHOOL, 4112 Spruce St., Philadelphia, Pa.
 Miss Mary E. Roney, Prin. For girls and little boys.
 MOUNT SAINT MARY'S SEMINARY, Scranton, Pa. Est. 1883. R.C.
 NEW HOPE SCHOOL, New Hope, Pa. Miss Karlina Holmquist, Prin.
 Academic and college preparatory courses. Outdoor life.
 MISS OSGOOD'S SCHOOL FOR LITTLE GIRLS, Jenkintown, Pa.
 Miss Harriet M. Osgood, Prin. Associated with Beechwood School.
 IMMACULATA SEMINARY, Mount Marion, Wisconsin Ave., Washington, D.C.

SOUTHERN STATES

The Southern Association of College Women warns students that no college in this group is either a standard four-year College or a standard Junior College.

- DANDRIDGE HALL, Richmond, Va. Sarah D. Moore, Prin., Enr. 12. Element.
 ELIZABETH COLLEGE, Salem, Va. Rev. John C. Pury, Pres.
 LEACHE-WOOD SEMINARY, Norfolk, Va. Est. 1871.
 Miss Agnes P. West, Prin. Large day and boarding school with local patronage. Outdoor study all winter.
 MARTHA WASHINGTON COLLEGE, Abingdon, Va.
 Junior College and Preparatory work.
 ROANOKE INSTITUTE, Danville, Va. Est. 1859.
 W. W. Rivers, A.M., Prin., Enr. 185.
 STONEWALL JACKSON COLLEGE, Abingdon, Va.
 Reported of high school grade like many Southern Colleges.
 MOUNT DE CHANTAL ACADEMY, Wheeling, W. Va.
 Sisters of the Visitation, Rt. Rev. P. J. Donahue, Pres.
 ASHEVILLE SCHOOL FOR GIRLS, Asheville, N.C. May Carbutt, Prin.
 CHOWAN COLLEGE, Murfreesboro, N.C.
 Work reported chiefly of high school grade.
 CONTENTNEA HOME SCHOOL FOR YOUNG GIRLS, Chapel Hill, N.C.
 Alice E. Jones, Ph.B., M.A., Prin.
 DAVENPORT COLLEGE, Lenoir, N.C. Est. 1855.
 Rev. James B. Craven, Pres., Enr. 180, Methodist Episcopal.
 FLORA MACDONALD COLLEGE, Red Springs, N.C.
 GREENSBORO COLLEGE FOR WOMEN, Greensboro, N.C. Est. 1838.
 Rev. S. B. Turrentine, Pres., Prep. Dept., Enr. 54.
 MONT EDGEcombe, Elm City, R.F.D., N.C.
 Dr. & Mrs. Mercer. Country home school. Small.
 PEACE INSTITUTE, Raleigh, N.C.
 Mary K. Graham, Pres. To be reorganized.
 QUEEN'S COLLEGE, Charlotte, N.C.
 Work of a little higher grade than the typical Southern College.
 SACRED HEART COLLEGE, Belmont, N.C. Preparatory work.
 CHICORA COLLEGE FOR WOMEN, Columbia, S.C. S. C. Byrd, D.D., Pres.
 Accredited as a college by local boards and the University of S.C.
 GREENVILLE WOMAN'S COLLEGE, Greenville, S.C. Est. 1855.
 David M. Ramsay, D.D., Pres. 1000 alumnae. Enr. 500.
 COKER COLLEGE, Hartsville, S.C.
 COLUMBIA COLLEGE, Columbia, S.C.
 WOMAN'S COLLEGE, Due West, S.C.
 BESSIE TIFT COLLEGE, Forsyth, Ga.
 COX COLLEGE, College Park, Ga.
 LAGRANGE COLLEGE, Lagrange, Ga.
 SOUTHERN FEMALE COLLEGE, Lagrange, Ga.
 LORENA HALL, 1133 Second Ave., Columbus, Ga. Est. 1911.
 Jessie M. Snyder, S.B., Prin., Enr. 80.
 CRAIG OPEN AIR SCHOOL, 2000 Brickell Ave., Miami, Fla.
 Julia F. Harris, Director. Complete Outdoor Life.

- MISS HARRIS' FLORIDA SCHOOL, Miami, Fla. Day and Boarding.
Miss Julia F. Harris, A.B. Grammar and College Preparatory courses.
Outdoor study. Enr. 72. Tourist pupils in the winter months kept up with own grade.
- PALMHURST, Indianola, Fla.
Rev. Albert L. Haslett, A.M., Ph.D., Prin., Enr. limited to ten.
- SOUTHLAND SEMINARY, St. Petersburg, Fla. Open-air School. Day and Boarding. High School and Junior College work.
- KENTUCKY HOME SCHOOL, 1220 Fourth St., Louisville, Ky. Est. 1865.
Annie S. Waters and Annie S. Anderson, Principals.
- LORETTO ACADEMY, Loretto, Ky. Est. 1812. R.C.
- MADISON INSTITUTE, Richmond, Ky. Est. 1866.
J. B. Cassidy, Prin., Enr. 80.
- MILLERSBURG COLLEGE, Millersburg, Ky. Est. 1850.
Rev. C. C. Fisher, A.M., Pres., Enr. 145. Junior College.
- NAZARETH ACADEMY, Nazareth, Ky. Est. 1812. Enr. 100, R.C.
- SAYRE COLLEGE, Lexington, Ky. Est. 1854.
J. M. Spencer, Pres. College Prep. and Conservatory of Music.
- VILLA MADONNA ACADEMY, Ludlow, Ky. Benedictine Sisters. Boarding. \$200.
- BETHEL COLLEGE, Hopkinsville, Ky.
- FRANKLIN FEMALE COLLEGE, Franklin, Ky. } Reported as 'poor preparatory schools.'
- LIBERTY COLLEGE, Glasgow, Ky. }
- BEAUMONT COLLEGE, Harrodsburg, Ky.
- SOUTH HIGHLANDS SCHOOL, Birmingham, Ala.
Rev. T. Peyton Walton, Pres. Primary and Preparatory departments.
- BUFORD COLLEGE, Nashville, Tenn. Est. 1887.
Mr. and Mrs. E. G. Buford, Enr. 70.
- FAIRMOUNT, A Church School for Girls, Monteagle, Tenn. Est. 1873.
- MISS HUTCHISON'S SCHOOL, Memphis, Tenn. Est. 1913.
Miss Mary G. Hutchinson, Prin. Acr. School. Enr. 125. Day only.
- TENNESSEE COLLEGE, Murfreesboro, Tenn.
George J. Burnett, A.M., Pres. Preparatory department.
- BOSCOBEL COLLEGE, Nashville, Tenn.
- CENTENARY COLLEGE, Cleveland, Tenn.
- MEMPHIS CONFERENCE FEMALE COLLEGE, } Reported as 'poor preparatory schools.'
- Jackson, Tenn. }
- ROGERSVILLE SYNODICAL COLLEGE, }
Rogersville, Tenn. }
- SOULE COLLEGE, Murfreesboro, Tenn.
- MARGARET BOOTH SCHOOL, Montgomery, Ala. Day, College Prep.
- BIRMINGHAM SEMINARY, Birmingham, Ala. General Courses.
- BLUE MOUNTAIN COLLEGE, Blue Mountain, Miss. Est. 1873.
W. T. Lowrey, A.M., Prin., Enr. 400.
- ALL SAINTS COLLEGE, Vicksburg, Miss. Preparatory Course.
- MISS EGAN'S SCHOOL, 877 Margaret Place, Shreveport, La.
Louisa H. Egan, Prin.
- HOME INSTITUTE, 1446 Camp St., New Orleans, La. Est. 1881.
Jennie Wright and Mary Wright, Prin., Enr. 71.
- MANSFIELD FEMALE COLLEGE, Mansfield, La. Junior College.
- MULHOLLAND SCHOOL, 210 Augusta St., San Antonio, Tex. Est. 1894.
Kate B. Jackson, A.B., Prin., Enr. 100. Acr. by Vassar.
- THE THOMAS SCHOOL, 927 S. Alamo St., San Antonio, Tex. Est. 1902.
A. A. Thomas, A.M., Prin., Enr. 90.
- ST. MARY'S HALL, San Antonio, Tex.
- ST. MARY'S COLLEGE AND PREPARATORY SCHOOL, College Hill, Dallas, Tex.
Est. 1889. Rt. Rev. A. C. Garrett, D.D., LL.D., Pres., Epis.
- TEXAS PRESBYTERIAN COLLEGE, Milford, Tex.
R. C. Somerville, Pres. Formerly of Lewisburg Seminary, W. Va.
Preparatory department. College course.

NORTH CENTRAL STATES

- GLENDALE COLLEGE, Glendale, O. Est. 1853.
Rebecca J. DeVore, Pres. Junior College.
- MT. ST. JOSEPH, Mt. St. Joseph, O. Est. 1829. Enr. 40.
- OXFORD COLLEGE ACADEMY, Oxford, O. Est. 1830.
Jane Sherzer, Ph.D., Pres.
- ACADEMY OF THE IMMACULATE CONCEPTION, Oldenburg, Ind. Est. 1865.
Sister M. Veronica, Enr. 75, R.C.

- ST. AUGUSTINE'S ACADEMY, Fort Wayne, Ind. Est. 1845. Enr. 56.
 NAZARETH ACADEMY, Kalamazoo Co., Mich. Est. 1897.
 Sister Mary Hastings, Pres. Barbour Hall—Dept. for little boys. R.C.
 HOLY ROSARY ACADEMY, Lincoln Ave., Bay City, Mich. Enr. 22, R.C.
 ACADEMY OF THE HOLY FAMILY, Alton, Ill.
 Sisters of Saint Ursula. Academic, Preparatory, and Elementary courses.
 ACADEMY OF OUR LADY, 95th and Throop Sts., Longwood, Chicago, Ill.
 Sister M. Aquinata, Directress, Enr. 274, R.C.
 ACADEMY OF OUR LADY OF PROVIDENCE, Chicago, Ill.
 Sisters of Providence of St. Mary-of-the-Woods, Enr. 383, R.C.
 BETTIE STUART INSTITUTE, Springfield, Ill. Est. 1868.
 Anne H. Brooks, Prin., Enr. 85.
 SAINT MARY'S ACADEMY, 301 N. Eighth St., Quincy, Ill. Est. 1873.
 Sisters of Notre Dame, Mother M. Magdalen, Prin., Enr. 46, R.C.
 MISS SPAIDS' SCHOOL FOR GIRLS, 3138 Michigan Ave., Chicago, Ill.
 Kate L. Spais, Prin., General Studies.
 VILLA DE CHANTAL, Rock Island, Ill. Est. 1868. Enr. 144, R.C.
 VISITATION ACADEMY, 2128 Ridge Ave., Evanston, Ill. Sisters of Providence.
 STEVAN SCHOOL FOR GIRLS, 4313 Drexel Boulevard, Chicago, Ill. Est. 1890.
 Mrs. Luella M. Wilson, Prin. For sale.
 SACRED HEART ACADEMY, Madison, Wis. Est. 1882. Enr. 128, R.C.
 ST. CLARA COLLEGE AND ACADEMY, Sinsinawa, Wis. Est. 1852.
 110 enrolled in Academic Department. R.C.
 ST. JOSEPH'S ACADEMY, Green Bay, Wis. Est. 1902. Enr. 120.
 ST. MARY'S SPRINGS ACADEMY, Fond du Lac, Wis. Est. 1909.
 Sisters of St. Agnes, Enr. 80, R.C.
 ACADEMY OF THE SACRED HEART, Owatonna, Minn. Est. 1877.
 Sister Mary Cyril, Superior, R.C.
 ST. BENEDICT'S COLLEGE AND ACADEMY, St. Joseph, Minn. Est. 1880.
 Sister Dominica, Directress, Enr. 250, Academic Dept., R.C.
 ST. CLARE SEMINARY, Winona, Minn. Est. 1894.
 Prep. to College of Saint Teresa. R.C.
 ACADEMY OF THE IMMACULATE CONCEPTION, Dubuque, Ia., Enr. 75, R.C.
 MOUNT ST. MARY'S ACADEMY, Cherokee, Ia.
 Rev. Mother Prioress, O.S.M. Conducted by the Servants of Mary.
 ST. FRANCIS ACADEMY, Columbus, Neb. Est. 1882.
 Sister M. Agnella, Superioress, Enr. 260, R.C.
 SPALDING ACADEMY, Spalding, Neb. Est. 1900.
 Sister Mary Dolores, Enr. 45, R.C.
 FAIRMOUNT COLLEGE AND MUSIC CONSERVATORY, Wichita, Kan. Est. 1892.
 Walter H. Rollins, Pres., 33 enrolled in Prep. Dept.
 NAZARETH ACADEMY, Concordia, Kan. R.C.
 ST. MARY'S ACADEMY, Leavenworth, Kan. Est. 1858. R.C.
 CHRISTIAN COLLEGE, Columbia, Mo. Est. 1851.
 Mrs. L. W. St. Clair-Moss, Pres., Enr. 216. Junior College.
 COTTEY COLLEGE, Nevada, Mo. Est. 1884.
 Mrs. V. A. Cottey Stockard, Pres., Enr. 200. Junior College.
 FOREST PARK UNIVERSITY, St. Louis, Mo. Est. 1861.
 Anna S. Cairns, Pres. Junior College and College Prep.
 LORETTO ACADEMY, 39th & Roanoke Blvd., Kansas City, Mo. Est. 1902. R.C.
 CENTRAL COLLEGE, Conway, Ark. Dr. John W. Conger, Prin.
 CRESCENT COLLEGE AND CONSERVATORY FOR WOMEN, Eureka Springs, Ark.
 Richard R. Thompson, A.M., Pres., Enr. 86.

PACIFIC COAST STATES

- CUMNOCK ACADEMY, 1500 S. Figueroa St., Los Angeles, Cal. Est. 1904 as a department of the Cumnock School of Expression.
 Martha C. Weaver, Director.
 ST. HELEN'S HALL, Portland, Ore. Est. 1869. Sister Superior, Pres., Epis.
 TUDOR SCHOOL, 4001 S. Figueroa St., Los Angeles, Cal.
 WELLSLEY SCHOOL, THE, 2237 Piedmont Ave., Berkeley, Cal. Est. 1874 as Snell Seminary. Adelaide Smith, B.S., B.A., M.S., Prin., Enr. 15.
 WILSHIRE SCHOOL FOR GIRLS, 624 S. Normandie Ave., Los Angeles, Cal.
 Miss I. C. Pirret, Prin.

COEDUCATIONAL SCHOOLS

NEW ENGLAND

- ANSON ACADEMY, North Anson, Me. Est. 1823.
R. E. G. Bailey, Prin., Enr. 31.
- BRIDGE ACADEMY, Dresden Mills, Me. Est. 1881.
Norris S. Lord, A.B., Prin., Enr. 44, Endowed.
- BRIDGEWATER CLASSICAL INSTITUTE, Bridgewater Center, Me.
H. W. Wood, Prin.
- CHERRYFIELD ACADEMY, Cherryfield, Me. R. C. Bridges, Prin.
- EAST MAINE CONFERENCE SEMINARY, Bucksport, Me. Est. 1848.
Elmer E. Verrill, Pres.
- FREEDOM ACADEMY, Freedom, Me. Est. 1836.
Frank E. Fortier, Prin., Enr. 196.
- HAMPDEN ACADEMY, Hampden, Me. Est. 1803. B. C. Merckle, Prin.
- HARTLAND ACADEMY, Hartland, Me. P. W. Sprague, Prin.
- HIGGINS CLASSICAL INSTITUTE, Charleston, Me. A. W. Blount, Prin.
- LEAVITT INSTITUTE, Turner Centre, Me. Est. 1901.
Percy H. H. Booker, Prin., Enr. 94.
- LIMINGTON ACADEMY, Limington, Me. Willis F. Avery, Prin.
- LITCHFIELD ACADEMY, Litchfield, Me. Est. 1845. Leon E. Cash, Prin.
- MADAWASKA TRAINING SCHOOL, Fort Kent, Me. Est. 1878.
Miss Mary P. Nowland, Prin.
- MONSON ACADEMY, Monson, Me. C. H. Rangers, Prin.
- PARSONSFIELD SEMINARY, N. Parsonsfeld, Me. Est. 1832.
S. L. Mountfort, Prin., Enr. 45.
- PATTEN ACADEMY, Patten, Me. Charles E. Merrill, Prin.
- POTTER ACADEMY, Sebago, Me. Est. 1895. Berton E. Cook, Prin.
- RICKER CLASSICAL INSTITUTE, Houlton, Me. Est. 1848.
Jonathan L. Dyer, Prin., Enr. 147.
- SOMERSET ACADEMY, Athens, Me. Inc. 1846. C. H. Greene, Prin.
- WASHINGTON ACADEMY, E. Machias, Me. Est. 1792.
Ralph S. Smith, Prin.
- WILTON ACADEMY, Wilton, Me. Est. 1867. W. G. Colby, Prin.
- ATKINSON ACADEMY, Atkinson, N.H. Est. 1784.
H. Warren Dow, Prin.
- AUSTIN-CATE ACADEMY, Center Strafford, N.H. Est. 1833. Enr. 50.
- COE'S NORTHWOOD ACADEMY, Northwood Center, N.H. Est. 1866.
Edwin K. Welsh, Prin.
- COLEBROOK ACADEMY, Colebrook, N.H. Charles O. Dalrymple, Prin.
- DOW ACADEMY, Franconia, N.H. Est. 1884. Brenton C. Patterson, Prin.
- FRANCESTOWN ACADEMY, Francetown, N.H. Est. 1801. C. E. Michels, Prin.
- GILMANTON ACADEMY, Gilmanton, N.H. Est. 1794. Mary A. Wight, Prin.
- HAMPTON ACADEMY, Hampton, N.H. W. B. Elwell, Prin.
- HAVERHILL ACADEMY, Haverhill, N.H. Est. 1793. E. B. Cornell, Prin.
- KEZER SEMINARY, Canterbury, N.H. Mrs. Clara M. Currier, Prin.
- MCGAW NORMAL INSTITUTE, Reed's Ferry, N.H. Est. 1849.
Mr. Young, Prin.
- PEMBROKE ACADEMY, Pembroke, N.H. Est. 1818.
H. G. Blount, Prin., Enr. 92.
- BLACK RIVER ACADEMY, Ludlow, Vt. F. L. Bugbee, Prin.
- BRIGHAM ACADEMY, Bakersfield, Vt. Est. 1879.
Charles H. Morrill, Prin., Enr. 120.
- CALEDONIA COUNTY GRAMMAR SCHOOL, Peacham, Vt. Est. 1797.
M. W. Chaffee, Prin.
- CRAFTSBURY ACADEMY, North Craftsbury, Vt. Est. 1829.
Mary E. Bailey, Prin.
- DERBY ACADEMY, Derby, Vt. Est. 1840. Isaiah Bowdoin, Prin.
- ESSEX CLASSICAL INSTITUTE, Essex, Vt.
- GODDARD SEMINARY, Barre, Vt. Est. 1871.
Liberal endowments and numerous scholarships. Low tuition.
- LÆLAND AND GRAY SEMINARY, Townshend, Vt. Est. 1854.
Guy W. Powers, Prin.
- LYNDON INSTITUTE, Lyndon Center, Vt. Est. 1867.
Ozias D. Mathewson, Prin., Enr. 200.
- MCINDOE ACADEMY, McIndoe Falls, Vt. Lyman C. Hunt, Prin.
- MT. ST. MARY'S ACADEMY, Burlington, Vt.
Sister Mary Frances, Enr. 50.
- ST. MICHAEL'S COLLEGE, Winoski Park, Vt. Est. 1904. Enr. 122.

- THETFORD ACADEMY, Thetford, Vt. Est. 1819. W. M. Slade, Prin.
 VILLA BARLOW ACADEMY, St. Albans, Vt. Est. 1869.
 Sister Mary Magdalen, Enr. 27, R.C.
 BARKER FREE ACADEMY, West Boxford, Mass. Est. 1883.
 Harold C. Wingate, Prin., Enr. 18.
 MISS EMERSON'S SCHOOL FOR BOYS AND GIRLS, Winchester, Mass.
 Miss E. C. Emerson, Prin. Elementary.
 HITCHCOCK FREE ACADEMY, Brimfield, Mass. Est. 1855.
 HOPKINS ACADEMY, Hadley, Mass. Est. 1664. Franklin E. Heald, Prin.
 MISS HOWE'S PRIVATE SCHOOL, Salem, Mass. Est. 1892.
 Miss Bertha M. Howe, Prin. Elementary.
 STON HOLM, Sharon, Mass. Est. 1913.
 Mrs. Helen W. Davenport, Prin., Enr. 28. Elementary.
 SOUTH LANCASTER ACADEMY, South Lancaster, Mass. Est. 1882.
 Benjamin F. Machlan, Prin. Seventh-day Adventists in charge.
 GORDON SCHOOL, 405 Angell St., Providence, R.I. Est. 1910.
 Dr. Helen W. Cooke, Prin., Enr. 105.
 CORNISH SCHOOL, New Canaan, Conn. Est. 1908. Edith M. DeVigne, Prin.
 WOODSTOCK ACADEMY, Woodstock, Conn. Est. 1801.
 William A. Perkins, Prin., Enr. 100.

MIDDLE STATES AND MARYLAND

- A. M. CHESBROUGH SEMINARY, North Chili, N.Y. Est. 1867.
 Harold A. Millican, Prin., Free Methodist.
 BALDWIN SCHOOL, THE, Saranac Lake, N.Y. Est. 1908.
 Mr. and Mrs. Ernest H. Baldwin, Principals, Enr. 15.
 GLENS FALLS ACADEMY, Glens Falls, N.Y. Est. 1841.
 H. Mason Brent, Head Master, Enr. 100.
 HOUGHTON SEMINARY, Houghton, N.Y. Est. 1883.
 James S. Luckey, A.M., Pd.M., Prin., Enr. 250.
 IMMACULATE HEART ACADEMY, Watertown, N.Y.
 Mother M. Josephine, Prin., Enr. 60, R.C.
 MORNINGSIDE SCHOOL, 438 W. 116th St., N.Y.C. Est. 1895.
 Misses Dorothy and Lilian Johnson.
 ST. BERNARD'S ACADEMY, Cohoes, N.Y.
 Rev. Thos. S. Keveney, Prin., Enr. 111, R.C.
 ST. JOHN'S CATHOLIC ACADEMY, Syracuse, N.Y.
 Rev. Michael Cline, Prin., Enr. 42, R.C.
 ST. JOSEPH'S ACADEMY, Troy, N.Y. Rev. J. A. Curtin, Prin., Enr. 116, R.C.
 ST. MARY'S ACADEMY, Dunkirk, N.Y. Enr. 132, R.C.
 ST. MICHAEL'S SCHOOL, 335 Lexington Ave., N.Y.C.
 Mrs. Edith Sharon, Prin. Elementary.
 SHANDAKEN INSTITUTE, Shandaken, N.Y.
 R. L. Marsans, Dir., Special Instruction in Spanish.
 SOUTHDOLD ACADEMY, Southold, N.Y. Miss Bertha R. Stoddard, Prin.
 TRAVIS PREPARATORY SCHOOL, 909 W. Genesee St., Syracuse, N.Y.
 A. Lincoln Travis, Prin., Enr. 80.
 WILSON MEMORIAL ACADEMY, Nyack, N.Y. Rev. Walter M. Turnbull, Prin.
 WINNWOOD, Lake Grove, L.I., N.Y.
 Earl J. Winn (Cornell), Prin. All grades and college preparatory.
 PASSAIC COLLEGIATE SCHOOL, Passaic, N.J. Est. 1896.
 Maud M. Browne, Prin.
 UNIVERSAL PREPARATORY SCHOOL, Springfield Ave. and High St., Newark, N.J.
 Simon Simons, Ph.D., Prin. College Preparatory. Tuition \$600.
 ACADEMY OF THE NEW CHURCH, Bryn Athyn, Pa. Est. 1876.
 Charles E. Doering, Prin., Enr. 142, Swedenborgian.
 TEMPLE UNIVERSITY, Broad and Berks Sts., Philadelphia, Pa. Est. 1884.
 Rev. Russell H. Conwell, Head. College Prep. Dept.

SOUTHERN STATES

- EASTERN COLLEGE AND CONSERVATORY, Manassas, Va.
 Dr. Hervin U. Roop, Prin., Preparatory Department.
 WILLOW BROOK ACADEMY, Reliance, Va. J. C. Beaty, Prin.
 MARGARET COLLEGE, Versailles, Ky. Est. 1899.
 Rev. James M. Maxon, A.M., Episcopal.
 BREVARD INSTITUTE, Brevard, N.C.
 C. H. Trowbridge, Prin., Enr. 200, Methodist Episcopal.
 ST. PAUL'S SCHOOL, Beaufort, N.C. Est. 1889.
 Mrs. N. P. Geffroy, Prin., Enr. 216.

- CARLISLE FITTING SCHOOL, Bamberg, S.C. Est. 1892.
J. Caldwell Guilds, Prin.
PALMER COLLEGE ACADEMY, De Funiak Springs, Fla. Est. 1907.
W. M. Kemper, Prin., Prep. Dept.
THORSBY INSTITUTE, Thorsby, Ala. Est. 1906. Enr. 60.
Rev. S. H. Herbert, A.B., Prin. Separate dormitories for boys and girls.
UNION UNIVERSITY, Jackson, Tenn. G. M. Savage, LL.D., Pres.

NORTH CENTRAL STATES

- URBANA UNIVERSITY SCHOOLS, Urbana, O. Est. 1850.
Rev. Russell Eaton, A.B., Head Master, Enr. 44.
GRAND RIVER INSTITUTE, Austinburg, O. Est. 1831.
Earle W. Hamblin, B.S., Prin.
YALE SCHOOL, Youngstown, O.
Miss Alice D. Holmes, Prin. Fac. 9. Kindergarten and Grammar grades.
FAIRMOUNT ACADEMY, Fairmount, Ind. Est. 1884.
Albert R. Hall, A.B., Prin., Enr. 175, Friends.
KING CLASSICAL SCHOOL, Terre Haute, Ind. Est. 1906.
Miss Bertha Pratt King, Prin. Day only.
MANCHESTER COLLEGE, North Manchester, Ind.
Otho Winger, A.M., Pres., Preparatory Department enrolls 76.
TAYLOR UNIVERSITY, Upland, Ind.
M. Vayhinger, A.M., D.D., Pres. Four-year Preparatory Course.
WINONA COLLEGE, Winona Lake, Ind. Four-year College Prep. Course.
WEBB ACADEMY, Grand Rapids, Mich. Est. 1900. Wm. E. Webb, Director.
THE ELMWOOD SCHOOL, 5484 Cornell Ave., Chicago, Ill. Est. 1892.
Mary L. Fellows, Prin. In Hyde Park.
THE UNION ACADEMY, Anna, Ill. Rev. W. O. Shewmaker, Prin., Enr. 33, Presb.
VERMILION ACADEMY, Vermilion Grove, Ill. Est. 1774.
James B. Benson, Prin. Friends School. Day only.
WHEATON ACADEMY, Wheaton, Ill. Est. 1855.
William F. Rice, A.M., Dean, Enr. 92.
WILSON SCHOOL, 1440 Sherwin Ave., Chicago, Ill.
Covers a complete course of study including dancing, music, French,
German. Tutoring in the summer.
WILLIAM AND VASHTI COLLEGE, Aledo, Ill. Est. 1880.
Ward L. Ray, A.M., Pres., Enr. 200.
HILLSIDE HOME SCHOOL, Hillside, Wis. Est. 1887.
The Misses Lloyd Jones, Principals.
GRAND VIEW COLLEGE, Des Moines, Ia. Est. 1895.
Th. Knudsen, Head Master, Enr. 78. A School for Danish-Americans.
WALDORF LUTHERAN COLLEGE, Forest City, Ia. Est. 1903.
Rev. Martin Hegland, Ph.D., Enr. 302.
NEBRASKA WESLEYAN ACADEMY, University Place, Neb. Est. 1887
John C. Jensen, Prin., Enr. 55, Meth. Epis.
PALMER COLLEGE, Albany, Mo. Est. 1876.
E. A. Watkins, A.M., D.D., Pres.
ARKANSAS COLLEGE, Batesville, Ark. J. P. Robertson, D.D., Pres.
HENDERSON-BROWN COLLEGE, Arkadelphia, Ark. J. M. Workman, Pres.
OUACHITA COLLEGE, Arkadelphia, Ark. Samuel Y. Jamerson, LL.D.
BRIGHAM, The Froebelian House-School, Boulder, Col. Est. 1908.
Lavinia A. Small, Prin., Enr. 15. Elementary for delicate or convalescent.
PHILLIPS UNIVERSITY HIGH SCHOOL, Enid, Okla.
I. N. McCash, Pres., Enr. 90.
PRICE ACADEMY, Price, Utah. Est. 1905.
Albert C. Hoover, A.B., Prin., Enr. 47.
PACIFIC LUTHERAN ACADEMY, Parkland, Wash. Est. 1891.
Rev. N. H. Hong, Prin., Enr. 212.
THE BEACH SCHOOL, Hotel del Coronado, Coronado Beach, Cal.
For children of Hotel guests.
BERKELEY HALL SCHOOL, Los Angeles, Cal. Est. 1911.
Miss Leila L. Copper, Prin., Enr. 105. Elementary.
KENSINGTON SCHOOL, 1641 Orange St., Los Angeles, Cal.
Resident and day pupils. All grades.
LORDSBURG COLLEGE, Lordsburg, Cal.
S. J. Miller, Prin., Enr. 50 in high school department.
SCHOOL OF INDIVIDUAL INSTRUCTION, 733 S. Alvarado, Los Angeles, Cal.
Miss Margaret E. Abell, Prin. Pupils may enter at any time.

SCHOOLS OF MUSIC

- HALLETT NORMAL SCHOOL OF MUSIC**, 240 Huntington Ave., Boston, Mass.
Miss Charlotte M. Hallett, Prin. More than twenty years' experience in teaching. Two-year course.
- LIEDERHEIM SCHOOL OF VOCAL MUSIC**, Auburndale, Mass. Est. 1908.
Mrs. May S. Ruggles.
- DANBURY MUSIC SCHOOL**, Danbury, Conn. Ella A. Curtis, Dir. Enr. 200.
- AMERICAN SCHOOL OF BEL CANTO**, Hotel Majestic, Central Park West at 72d St., N.Y.C. Madame Helene Maigille.
- BEATRICE WAINWRIGHT SCHOOL OF MUSIC**, 300 W. 85th St., N.Y.C.
Miss Beatrice Wainwright. Boarding and day.
- BROOKLYN ACADEMY OF MUSICAL ART**, 549 Greene Ave., Brooklyn, N.Y.
R. W. Connor, Director.
- BROOKLYN CONSERVATORY OF MUSIC**, Franklin Ave., Brooklyn, N.Y.
Adolph Whitelaw, Director. Enr. 250.
- CONS. OF MUSICAL ART**, 214 Lenox Ave., N.Y.C. Otto Jablonski, Mus. Dir.
- D. K. G. INSTITUTE OF MUSICAL ART**, 47 Prince St., Rochester, N.Y.
George B. Penny, Dean.
- DE TRINIS SCHOOL OF MUSIC, THE**, 5311 Fourth Ave., Brooklyn, N.Y.
S. V. De Trinis, Director.
- GRAND ITALIAN CONS. OF MUSIC**, 542 State St., Brooklyn, N.Y.
R. E. De Stefani, Director.
- MASTER SCHOOL OF MUSIC**, 96 Clinton St., Brooklyn, N.Y.
Mme. M. Guttman-Rice and Edward Falck, Principals.
- MOLLENHAUER CONS. OF MUSIC**, 73 Livingston St., Brooklyn, N.Y. Est. 1868.
Henry Mollenhauer, Director.
- NATIONAL CONS. OF MUSIC OF AMERICA**, 126-128 W. 79th St., N.Y.C. Inc. 1885. Mrs. J. M. Thurber, Pres. and Founder.
- NEW YORK GERMAN CONS. OF MUSIC**, 306 Madison Ave., N.Y.C. Est. 1876.
Carl Hein and August Fraemcke, Directors.
- RANGEGGER CONSERVATORY OF MUSIC**, 8 E. 30th St., N.Y.C.
G. Aldo Randegger, M.M., Director.
- TALMAGE STUDIO OF MUSIC**, 362 Clermont Ave., Brooklyn, N.Y.
David Talmage.
- TROY CONSERVATORY OF MUSIC**, Third and State Sts., Troy, N.Y. Est. 1903.
Christian A. Stein, Director.
- NORMAL CONS. OF MUSIC**, Pa. State Normal Sch., Indiana, Pa.
Hamlin E. Cogswell, Director.
- SCHOOL OF SINGING**, 1628 S St., N.W., Washington, D.C. Est. 1915.
Mme. Lucia Borderi, Principal.
- VON UNSCHULD UNIVERSITY OF MUSIC**, 1320 F St., N.W., Washington, D.C.
Mme. Marie Von Unschuld, Pres. Resident and Day.
- ATLANTA CONS. OF MUSIC**, Peachtree & Broad Sts., Atlanta, Ga. Est. 1907.
George F. Lindmer, Director.
- MT. UNION CONSERVATORY OF MUSIC**, Alliance, O.
- OHIO CONSERVATORY OF MUSIC**, Bodmann Bldg., Cincinnati, O. Est. 1894.
Mrs. E. C. Graninger, Director.
- SOUTH BEND CONS. OF MUSIC**, Toepp Bldg., South Bend, Ind. Est. 1906.
Max Miranda, Director.
- VALPARAISO UNIV. SCH. OF MUSIC**, Valparaiso, Ind. Enr. 300.
Henry B. Brown, Pres.
- WINONA COLLEGE CONS. OF MUSIC**, Winona Lake, Ind.
- BALATKA ACAD. OF MUSICAL ART**, Audit. Bldg., Chicago, Ill. Est. 1879.
Anna H. Balatka, Director. Fac. 40.
- CHICAGO COLLEGE OF MUSIC**, Kimball Hall, Chicago, Ill.
Esther Harris, President.
- CHICAGO INSTITUTE OF MUSIC**, Fine Arts Bldg., Chicago, Ill.
Formerly Walter Spry Music School. Walter Spry, Director. Will probably combine with Columbia School of Music.
- EFFA ELLIS PERFIELD MUSIC SCHOOL**, 218 S. Wabash Ave., Chicago, Ill.
Miss Effa Ellis Perfield. A pedagogical school for the training of teachers.
- MRS. JOHN R. GRAY'S COLLEGE OF MUSIC**, Bloomington, Ill.
Mrs. John R. Gray, Director. Enr. 1350.
- HADLEY SCH. OF MUSIC**, 64E. Jackson Blvd., Chicago, Ill.
Grant Hadley, Director.
- HINSHAW CONSERVATORY**, Kimball Hall, Chicago, Ill. Est. 1889.
Marvin Hinshaw, Director.
- LOMBARD COL. VOCAL ART INST.**, Galesburg, Ill. Anna Groff-Bryant, Dir.

- LULU GRAHAM LOMAS SCHOOL OF INDIVIDUALITY AND EXPRESSION, 536 Forest Ave., Oak Park, Ill. Piano-playing, etc.
- METROPOLITAN CONSERVATORY OF MUSIC, Kimball Hall, Chicago, Ill.
Harry Dimond, Pres. All branches of musical and dramatic art.
- ORCHARD SCHOOL OF MUSIC AND EXPRESSION, THE, 1533 Hyde Park Blvd., Chicago, Ill. Est. 1915. Mrs. Charles Orchard, Director.
- PEORIA MUSICAL COLLEGE, N. Madison Ave., Peoria, Ill.
Franklin Stead, Director. Enr. 450.
- WESTERN CONS., Mellers Bldg., Chicago, Ill. E. H. Scott, President.
- MARQUETTE CONS. OF MUSIC, 223 10th St., Milwaukee. L. Semmann, Dean.
- CONSERVATORY OF ST. CECILIA, Winona, Minn.
- NORTHWESTERN INSTITUTE OF MUSICAL ART, THE. Metropolitan Music Bldg., Minneapolis, Minn. Regular, Normal, Artist's courses.
- COL. OF MUSIC OF KANSAS WES. UNIV., Salina, Kan. Paul R. Utt, Dean.
- KING CONSERVATORY OF MUSIC, San José, Cal. Est. 1893.
George Kruger, Dean.

SCHOOLS OF ART

- OGUNQUIT SUMMER SCHOOL, Ogunquit, Me. Charles H. Woodbury.
- SCHOOL OF FINE ARTS, PORTLAND SOCIETY OF ART, 97 Spring St., Portland, Me.
Mrs. John Howard Hill, Mgr. Est. 1911. Day and Evening Classes.
- CAPE COD SCHOOL OF ART, Provincetown, Mass. Est. 1899.
Charles W. Hawthorne. Enr. 85. Summer.
- EBEN F. COMINS' SUMMER SCHOOL, East Gloucester, Mass.
Address: 203 Fenway Studios, Boston, Mass. Landscape painting, life drawing, and portraiture with figure models.
- MARTHA'S VINEYARD SCHOOL OF ART, Vineyard Haven, Mass. Est. 1905.
Arthur R. Freedlander, Instructor, 80 W. 40th St., N.Y.C.
- NORWICH ART SCHOOL, Norwich, Conn. Est. 1890.
Mrs. Guy W. Eastman, Dir. Drawing, Painting, Design, Normal Art.
- OLD LYME ART CLASS, Lyme, Conn.
Alad Bement, Instr. Summer. Limited to 30.
- WESTPORT SUMMER ART CLASS, Westport, Conn. Est. 1913.
Ossip L. Linde, Director. Studio and outdoor classes.
- THE AMERICAN SCHOOL OF MINIATURE PAINTING, 96 Fifth Ave., N.Y.C.
Lucia Fairchild Fuller, Instr. Est. 1914.
- ARDSLEY SCHOOL OF MODERN ART, 106 Columbia Heights, Brooklyn, N.Y.
Hamilton Easter Field, Director. Summer Session at Ogunquit, Me.,—Thurnscoe School of Graphic Arts.
- ART SCHOOL OF ALBRIGHT ART GALLERY, 1110 Elmwood Ave., Buffalo, N.Y.
Aletta Lothrop, Supt. Est. 1885. Fine and Decorative Art.
- CHICHESTER SCHOOL OF LANDSCAPE PAINTING, 28 W. 63d St., N.Y.C.
S. L. Fletcher. Instruction in landscape painting and composition in oils under the direction of Cecil Chichester, instructor at Art Students League, New York. Summer school in the Adirondacks.
- THE ROCHESTER ATHENÆUM AND MECHANICS INSTITUTE, Rochester, N.Y.
School of Applied Arts. Day and evening instruction. Summer session.
- TROY SCHOOL OF ARTS AND CRAFTS, Troy, N.Y.
Emilie C. Adams, Director. Inc. by the Regents.
- THE NEW HOPE SCHOOL OF PAINTING, New Hope, Pa. C. F. Ramsey, Sec.
- THE NEW SCHOOL OF ART, Arden, Del. Summer classes.
W. C. L. White, Instructor, 268 McDougal St., Brooklyn, N.Y.
- ART SCHOOL OF ART CLUB OF RICHMOND, 521 W. Grace St., Richmond, Va.
Est. 1893.
Nora Houston, Dir. Drawing, Painting, Illustration, Modeling, Design.
- SCHOOL OF APPLIED ART, Battle Creek, Mich. Est. 1898.
Walter J. Payne, Gen. Mgr. Commercial and Illustrated Art. Practical.
- THE FINE ARTS INSTITUTE SCHOOL, 1020 McGee St., Kansas City, Mo.
Est. 1908. Day and Evening. Drawing, Painting, Design, Illustration, and Normal Instruction.
- THE STUDENTS SCHOOL OF ART, 1311 Pearl St., Denver, Col. Est. 1895.
Henry Read, Director. Art Sch. of Univ. of Denver.

KINDERGARTEN TRAINING SCHOOLS

- SPRINGFIELD KINDERGARTEN NORMAL TRAINING SCHOOL, Court St., Springfield, Mass. Est. 1898.
Hattie Twichell, Prin. Enr. 20. Course: 2 yrs.
- MISS JENNY HUNTER'S KINDERGARTEN TRAINING SCHOOL, 2079 Fifth Ave., N.Y.C. Jenny Hunter.

- KINDERGARTEN NORMAL TRAINING SCHOOL, 82 Halsted St., E. Orange, N.J. Est. 1904. Cora Webb Peet, Prin. Enr. 20. Course: 2 yrs.
- LUCY WEBB HAYES TR. SCH., KIND. DEPT., 1150 N. Capitol St., Wash., D.C. Est. 1903. Enr. 11. Course: 2 yrs.
- COLUMBUS FREE KIND. AS. TRAINING SCHOOL, Fourth Ave., Columbus, Ga. Est. 1896. Edwina Wood. Enr. 8. Course: 2 yrs. Fac: 3.
- MOBILE KINDERGARTEN TRAINING SCHOOL, Gov't St., Mobile, Ala. Est. 1912. Anne E. Johnston. Enr. 7. Course: 2 yrs.
- SOUTH BEND TRAINING SCH., 212 S. Lafayette St., South Bend, Ind. Est. 1909. Mrs. Alma O. Ware, Prin. Enr. 55. Course: 2-3 yrs.
- CHICAGO UNIV., SCHOOL OF EDUCATION, KINDERGARTEN DEPT., Kenwood Ave., Chicago, Ill. Est. 1901. Alice Temple. Enr. 171. Course: 2-4 yrs.
- DRAKE UNIVERSITY, KINDERGARTEN DEPT., Des Moines, Ia. Est. 1885. Bessie M. Park. Enr. 24. Course: 2 yrs.
- NEBRASKA WESLEYAN UNIVERSITY, KINDERGARTEN DEPT., University Place, Neb. Lillian M. Beach. Enr. 37. Course: 2 yrs.
- BARNARD KIND. TRAINING SCH., 2192 Shattuck Ave., Berkeley, Cal. Est. 1892. Grace E. Barnard, Prin. Enr. 61. Course: 2 yrs.
- BROADOAKS KINDERGARTEN TRAINING SCHOOL, Pasadena, Cal. Est. 1912. Ada Mae Brooks, Prin. Enr. 8. Course: 2 yrs.

SCHOOLS OF EXPRESSION AND DRAMATIC ART

- THE COLLEGE OF THE SPOKEN WORD, Trinity Court, Boston, Mass. Delbert M. Staley, Pres. Day and Evening School.
- EDITH COBURN NOYES SCHOOL OF EXPRESSION, 246 Huntington Ave., Boston, Mass. Est. 1907. Edith Coburn Noyes, Prin. Enr. 25. Fac: 3.
- SCHOOL OF ENGLISH SPEECH AND EXPRESSION, Pierce Bldg., Boston. Est. 1897. Marie Ware Laughton, Prin. Summer Session at Peterboro, N.H.
- THE NATIONAL CONSERVATORY OF DRAMATIC ART, 145 W. 45th St., N.Y.C. F. F. Mackay, Director. Oratory and Elocution. Dept. of Acting.
- NEFF COLLEGE, 1730 Chestnut St., Philadelphia, Pa. Est. 1893. Silas F. Neff, Pres. Enr. 250. Also Correspondence Instruction.
- CAPITOL COLLEGE OF ORATORY AND MUSIC, Neil & Third Aves., Columbus, O. Est. 1896. Frank L. Fox, M.A., Pres. Enr. 200. Depts. of Art and Music.
- BEASLEY SCHOOL OF ORATORY AND DRAMATIC ART, Monroe Ave., Grand Rapids, Mich. Est. 1891. Mrs. Marie W. Beasley, Prin. Enr. 10.
- THE MAYDWELL SCHOOL OF EXPRESSION AND ARTS, 1306 G St., N.W., Washington, D.C. One and two year courses.
- DRAKE UNIVERSITY, SCHOOL OF DRAMATIC ART, Des Moines, Ia. Edwin Barlow Evans, Director. Enr. 40. Course: 2 yrs.
- DILLENBECK SCHOOL OF EXPRESSION, Studio Bldg., Kansas City. Est. 1893. Preston K. Dillenbeck, Director. Enr. 100. Teachers' Class. Boys and Girls' Class.
- THE PERRY SCHOOL OF ORATORY AND DRAMATIC ART, Euclid Bldg., St. Louis, Mo. Est. 1897. Edward P. Perry, Prin. Evening Course in Pub. Speaking.
- CUMNOCK SCHOOL OF EXPRESSION, Los Angeles, Cal. Est. 1894. Martha C. Weaver, Dir. Course: 2 yrs. Bdg. Accom. for 24. Academy.
- DOBINSON SCHOOL OF EXPRESSION, 515 W. 18th St., Los Angeles, Cal. Miss Florence Dobinson, Director. Est. 1896.

VOCATIONAL SCHOOLS

- CAMBRIDGE SCHOOL OF ARCHITECTURAL AND LANDSCAPE DESIGN FOR WOMEN. The Brattle Bldg., Harvard Square, Cambridge, Mass.
- LOWTHORPE SCHOOL OF LANDSCAPE ARCHITECTURE, HORTICULTURE, AND GARDENING FOR WOMEN, Groton, Mass. Est. 1901. Miss Georgiana J. Sanders, Prin. Three-year course.
- SCHOOL OF HORTICULTURE FOR WOMEN, Ambler, Pa. Miss Elizabeth Leighton Lee, Director.

PRIVATE SCHOOLS OF CANADA

- DOVERCOURT COLLEGE OF MUSIC, Dovercourt & Bloor Sts., Toronto, Ont. Albert Downing, Mus. Director.
- ACADEMY OF MUSIC, 74 Queen St., Brantford, Ont. David L. Wright, Mus. Dir. District Local Center for Toronto Cons.

- COLLEGE OF THE HOLY NAMES, Windsor, Ont. Boarding School.
College, Academy, Business, and Primary departments.
- CONVENT OF THE SACRED HEART, Rideau St., Ottawa, Ont. Est. 1949.
Grey Nuns, R.C.
- LAKE LODGE SCHOOL, Grimsby, Ont. Est. 1896.
W. J. Drope, M.A., Prin. College Prep. for Young Boys.
- "OVENDEN" LADIES COLLEGE, Barrie, Ont. Est. 1915.
Miss C. M. Elgood, Mlle. R. S. Shopoff, and Miss E. J. Ingram, Principals.
French emphasized.
- ST. MARY'S ACADEMY, Windsor, Ont. R.C. Prep. and Collegiate.
- ART ASSOCIATION OF MONTREAL, Montreal, P.Q. School of Art.
- SAINT JOSEPH'S COLLEGE, Saint Joseph, N.B. Est. 1864.
Rev. B. Lecavalier, Supérieur. Enr. 141. Prep., Acad., and Arts Courses.

BOYS' SUMMER CAMPS

- ABBOTT HILL RECREATION SCHOOL, Farmington, Me.
George D. Church. Summer Tutoring Dept. of Abbott School. Opens
July 14th. \$150.
- ANNABESSACOOK, Lake Annabessacook, Winthrop, Me.
M. J. Ryan, Bates College, Lewiston, Me. *Military drill.
- APPALACHEE, on Appalachee Lake, near Boothbay Harbor, Me.
Harold A. Elson, High School, Ridgewood, N.J. \$200. Boys 10-13.
July 1 to Sept. 1.
- CEDAR CREST, Belgrade Lakes, Me. Est. 1916.
Dr. Joseph I. Gorfinkle, Director, Mt. Vernon, N.Y. \$225. Jewish Boys
and Young Men.
- HARBOR ISLAND, Muscongus Bay, Me. Est. 1916.
Herbert E. Moore, Friends' Central Sch., Phila., Pa. \$200. Boys 10-16.
- HILLSIDE HOME SCHOOL, West Lebanon, Me.
Mrs. Fred L. Shapleigh. Boys 5-11. July 1 to Sept. 1.
- KAH-GOON-WAH, East Sebago, Me. Est. 1900.
William Tappan, Director, 1419 Bolton St., Balt., Md. No age limit.
- KEOKA, Naples, Me. Est. 1906.
C. Stuart Mitchell, Director, 99 Livingston St., B'klyn, N.Y.
- KINAPIK, Lake Kesar, Me. Est. 1915.
H. C. Went, Director, Bridgeport, Conn. Boys 8-15.
- MILLERS' ISLANDS, Oakland, Me.
W. H. Miller, Wakefield St., Lewiston, Me. \$175. Boys 12-18.
- MOOSEHEAD, Moose Pond, Denmark, Me.
Owned by H. M. Riggs, Grafton, Mass., this year under the direction of
P. R. Carpenter, 12 Boynton St., Worcester, Mass.
- OLD POINT, Lake Wesserunset, Madison, Me.
P. M. Macklin, Southbridge, Mass. Limited to thirty boys.
- PENNESSEWASSEE, Norway, Me.
Shepard & Packard, Norway, Me. Boys 8-16.
- PERRIC, Boothbay Harbor, Me.
A. G. Randall, B.S., Providence, R.I. For boys and girls accompanying
their parents at the Commonwealth Art Colony.
- SEBAGO, West Gray, Me. E. H. Witham, Southington, Conn.
- SOKOKIS, Bridgton, Me. Est. 1915.
Orlando E. Ferry, Director, Erasmus Hall High School, Brooklyn, N.Y.
Boys 10-16.
- BAYSIDE, Newmarket, N.H.
Charles E. Robinson, M.A., Director. \$15 per week.
- BRANTWOOD, Peterboro, N.H.
Roland R. Foley, 42 Kirkland St., Cambridge, Mass.
- COPP KNOLL, Center Tuftonboro, N.H.
Hamlet S. Philpot, Ashbury Col., Ottawa, Ont., Can.
- GLENROCK, Newmarket, N.H.
Ralph R. Barr, 9 Holten St., Danvers, Mass. \$125. Recreation and
Tutoring.
- PROCTOR, Andover, N.H.
Francis Treadway Clayton, Box 166, Andover, N.H., \$150. Boys 12-16.
- SAGAMORE, Hebron, N.H.
M. B. Perkins, Exeter, N.H. \$200. June 28-Sep. 1.
- SAMOSSET, Lake Winnepesaukee, N.H. Est. 1915.
Thomas E. Freeman, Master Peirce School, West Newton, Mass. \$135.
Boys 9-15. Nature course, sloyd work, agriculture, sports.

- WE-E-YAH-YAH**, Alton, N.H. Est. 1916.
Harrison H. Buxton, Walker Rd., Swampscott, Mass. \$150. Boys 8-18. Twenty years in Camp Work.
- WINDSOR MOUNTAIN**, Hillsboro, N.H.
L. R. Burnett, Pres. Directors, 48 Boylston St., Boston, Mass.
- BERKSHIRE BOYS'**, Lanesboro, Mass. Est. 1903.
James A. Treanor, Phillips Brooks P. S., Quincy St., Dorchester, Mass. Boys 8-18, R.C.
- BONNIE DUNE**, South Dennis, Mass.
Mr. and Mrs. Dwight L. Rogers, 461 W. 7th Ave., Columbus, O. Boys 8-14.
- WINDSOR HILL**, Winchendon Springs, Mass.
Joseph Estabrook White (Harvard, A.B.). Tutoring for Sept. Exams.
- WYOLA**, Locks Village, Franklin Co., Mass. Est. 1914.
Edward W. Macy, Wayne, Pa. Enr. 25. Boys 8-18. \$100. Semi-mil.
- MONROE**, Spring Lake, R.I.
Mrs. Monroe, 1048 Tremont Bldg., Boston, Mass.
- DEWEY**, Kitemaug, Conn.
U. S. Junior Naval Reserve, 25 W. 45th St., N.Y.C. July & August. \$110.
- IRVING SCHOOL**, Bantam Lake, Conn.
J. M. Furman, Tarrytown, N.Y. Tutoring.
- KENT**, Kent, Conn. Est. 1911.
F. H. Sill, Kent School, Kent, Conn. Jul. 1-Aug. 26. \$150. Summer Sess. of School.
- SENEXT**, South Woodstock, Conn. J. O. Wood, Woods Hole, Mass. \$125.
- BLAKE SUMMER SCHOOL**, Tarrytown, N.Y.
Willis G. Conant. Sum. Sess. of Blake Co. Sch. \$250.
- CHENANGO**, Cooperstown, N.Y.
A. E. Loveland, Com. High School, Brooklyn, N.Y.
- COTTAGE**, Elizabethtown, N.Y.
Miss May McCandless, 219½ No. Ave., Balt., Md. Boys 8-10. Girls 8-14.
- HARBOR**, Miller Place, L.I., N.Y.
R. H. Hopkins, Curtis H.S., S.I., N.Y.C. \$150. All sports.
- MASSESE**, Livingston Manor, Sullivan Co., N.Y.
W. W. Massee, Bronxville, N.Y. \$150. Boys 7-16. Tutoring.
- RAYMOND RIORDON SCHOOL**, Highland, Ulster Co., N.Y.
Raymond Riordon. \$175. 300-acre Farm.
- SOMES SCHOOL SUMMER HOME**, Aurora, N.Y.
Albert Somes. \$85. Boys 8-15. Tutoring if desired.
- SPLIT ROCK**, Lake Champlain, N.Y.
Clarence E. Allen, Country Day School, Newton, Mass. \$250. Boys 10-15. Study of natural history.
- WESTPORT**, Westport, N.Y. Est. 1914.
Dr. J. H. Worman, Educ. Dept., Y. M. C. A., Boston, Mass. Enr. 10. Tutoring. Study of Spanish required.
- CARLTON ACADEMY SUMMER SCHOOL**, Summit, N.J.
Charles H. Schultz. Col. Prep.
- MAPLEWOOD**, Concordville, Del. Co., Pa.
J. C. Shortlidge, Prin. Sum. home of Institute.
- NEW BLOOMFIELD ACADEMY**, New Bloomfield, Pa. Summer Session.
- YAGOWANEA**, Avonia, Erie Co., Pa. Est. 1916.
R. E. Beaton, 6345 Marchand St., Pittsburgh, Pa. \$200. Jul. 1-Sep. 2. Boys 10-17. Scoutcraft, Water sports, etc.
- TENNESSEE MILITARY INSTITUTE**, Sweetwater, Tenn.
Chas. L. Hulvey. Sum. Session.
- WEBB SUMMER SCHOOL**, Bell Buckle, Tenn. W. R. Webb.
- HAYO-WENT-HA**, Central Lake, Mich. Est. 1903.
F. B. Knapp, Director, Y. M. C. A., Assoc. Bldg., Detroit, Mich. Jun. 27-Sep. 1. Boys 12-16.
- MINNE-WONKA**, Three Lakes, Wis. Est. 1912.
Dr. F. H. Ewerhardt and W. O. Greene, Wash. Univ., St. Louis, Mo. Boys 8- . \$150. Lim. to 50. Sub-camp. All Athletics.
- VIGIL**, Colorado Springs, Col.
Very Rev. Henry R. Remsen, The Deanery, Orlando, Fla. \$110. 14-16.
- COPP'S CAMPING TRIP**. Est. 1911.
Frederick C. Copp, Turtle Creek, Pa. Enr. 5. Boys 13-16. Trips through Yellowstone Park.

WILLAPA, Shoalwater Bay, Nahcotta, Wash.

Horace M. Miller, Reed College, Portland, Ore. Boys 10-17.

July 1 to September 1. Self government.

TIMAGAMI, Timagami Forest Reserve, New Ontario, Can.

William M. Whyte, Blair Academy, Blairstown, N.J.

GIRLS' SUMMER CAMPS

ARCADIA, Casco, Me. Miss Eleanor Cleveland, 299 School St., Watertown, Mass. For 20 girls, 10-18 yrs. of age. \$175.

BEACON, Peaks Island, Me. Miss Marion Pease, 45 Beech St., Rockland, Me., \$10 a week. Home Camp for girls.

EASTGATE, Vinal Haven, Me. Est. 1916.

Mabel Thomas, 3 Phillips Pl., Cambridge, Mass. Jul. 4-Sep. 1. \$200.

PENOBSCOT, Belfast, Me. Est. 1916.

Mrs. Wm. C. Thompson, 153 W. 73d St., N.Y.C. Jun. 30-Sep. 1. \$200. Tutoring if desired.

PINEOLA, Lake Mousam, Me. Mrs. M. J. Ball, Shrewsbury, Mass.

RANGELEY LAKE, Rangeley Lake, Me. Est. 1916.

Miss L. M. Munger, 281 Dartmouth St., Boston, Mass. Jul. 1-Sep. 1. \$200.

MRS. TAPPAN'S, East Sebago, Me.

Mrs. Wm. Tappan, 1419 Bolton St., Baltimore, Md. Lim. to 30.

THE TENT DWELLERS, CAMP COOMOOSIE, Beaver Cove, Moosehead Lake, Me. Est. 1908.

Miss M. Vail Andress, 58 Prescott St., Newtonville, Mass. One month. \$175.

WALDEN, Denmark, Me. Est. 1916.

Blanche Hirsch, Clara Altschul, 5 W. 91st St., N.Y.C. Jun. 27-Sep. 1. \$250.

ALAQUA, Mason, N.H.

Mrs. E. A. Germer, 26 Lime St., Boston, Mass. Jul. 1-Aug. 31. \$130.

ASSACAMBIT, Hampstead, N.H. Est. 1915.

Josephine F. Minard, 10 Pratt Ave., Beverly, Mass. \$10 a week. Girls 10 up.

BEAU RIVAGE, Little Harbor, N.H.

Frances E. Deverell, Deverell School, 57 E. 74th St., N.Y.C. Jul. 1-Sep. 1. \$200.

COREY, Meredith, N.H.

Wm. H. Corey, S. Acton, Mass. \$200. All ages. Recreation Camp.

HILLSIDE, Madison, N.H.

C. Elizabeth Walters, Arrochar, S.I., N.Y. \$250. Girls 8-16. Athletics.

JANE WARD, Hillsboro, N.H.

Mr. and Mrs. Herbert H. Eaton, Hillsboro, N.H. Small camp.

KNOLLICROFT, Winchester, N.H.

Rena M. Chamberlin, 690 Adams St., E. Milton, Mass. Girls 8-16. \$100. Summer Home for Girls.

"LITTLE WOMEN CAMP," New Boston, N.H.

Mrs. Alfred W. Tilton, New Boston, N.H. \$150. Girls 10-20.

NEWFARMS, Bristol, N.H. Est. 1916.

Mrs. M. E. Horton, Ridgewood, N.J. On the site of Camp Pinecroft.

WUNNIEHAUNTA, Wolfeboro, N.H. Est. 1916.

Mrs. George H. Swazey, 525 Highland Ave., Malden, Mass. Jul. 1-Sep. 5. \$150. Girls 12-20.

BIG PINE, So. Fairlee, Vt. Est. 1915.

Rev. and Mrs. H. J. Wyckoff, Norwich, Conn. Enr. 14. Girls 12-16. Art Metal Work, etc.

KINDERGUT, Peacham, Vt.

G. E. Johnson, 14 Sacramento St., Cambridge, Mass. For 10 girls, 7-12 yrs. of age. School of Play.

KO-WA-HO, Poultney, Vt. Est. 1916.

Mrs. F. H. Throop, 1542 E. Twelfth St., Brooklyn, N.Y. \$175. Life Saving Corps, Nature Study, Riding, etc.

TWO SPRUCES, Wilmington, Vt. Est. 1902.

Dr. Marion Coon, 483 Beacon St., Boston, Mass. \$150. Girls 6-16.

WYODA, Lake Fairlee, Vt.

Mr. and Mrs. Harvey Newcomer, Lowerre Summit Park, Yonkers, N.Y.

COTUIT, East Sandwich, Mass.

Helene I. Schumacher, White Plains, N.Y. \$175.

- MT. WILLIAMS, Williamstown, Mass.
 Mrs. J. H. Fallon, Williamstown, Mass. \$150. Girls 9-15.
- OVERLOOK, Barre Plains, Mass.
 Charles S. Root. \$100. Girls 8-16. Vacation Camp.
- STON HOLM, Sharon, Mass.
 Mrs. H. W. Davenport. \$100. Sum. home for children 3-10.
- WAWOONET, Dennis, Mass. Mrs. F. W. Lovell, 65 Mt. Vernon St., Cambridge, B., Mass. For girls under 12.
- YOKUM, on crest of Berkshires.
 Mary E. Richardson, 134 Firglade, Springfield, Mass.
- SUNNYSIDE, Wilton, Conn.
 Dr. and Mrs. James Frederick Rogers, New Haven, Conn. \$150. For girls and young boys. Gardening, Tutoring.
- ANAWASCO, Lake Oscawana, Peekskill, N.Y. Mabel E. Pearse, 41 Lefferts Ave., Richmond Hill, N.Y. \$150. Girls 12-24.
- AREQUIPA LODGE, Taborton, N.Y. Mrs. M. C. Finney, 333 McDonough St., Brooklyn, N.Y. \$75. Girls 8-15.
- BE'ER RABBIT, Taborton, N.Y. Est. 1916.
 Lucille Couch, So. Broadway, Nyack, N.Y. Jul. 1-Aug. 31. \$120. For little girls.
- CEDAR-OAKS, Mattituck, L.I., N.Y.
 Miss Natalie J. Vause, 83 Halsey St., Brooklyn, N.Y. \$125.
- KANOSA-IN-THE-PINES, Corinth, N.Y. Est. 1916. Wm. B. Efner, Schenectady, N.Y. Owned by Gahada.
- MRS. MUSSAEUS' CAMP, Shelter Island Heights, L.I., N.Y.
 Mrs. Henry William Mussaeus, 204 Macon St., Brooklyn, N.Y.
- OWAISSA, Eagle Lake, N.Y.
 Mrs. Grace T. Lapham, 870 Riverside Drive, N.Y.C. Girls 13-17.
- TIMBERLY, in The Hilderbergs.
 Mrs. R. H. Elmendorf, South Bethlehem, N.Y.
- WANAKENA, Lake George, Pilot Knob, N.Y.
 Dr. and Mrs. R. B. Bontecou, Ithaca, N.Y.
- RHODOENDRON, Laurel Park, Hendersonville, N.C. Est. 1916.
 Mrs. Maude Aiken, Open-air Sch., St. Petersburg, Fla. Jul. 1-Aug. 26. \$100.
- WAYEH, Springdale, N.C. Est. 1913.
 Miss E. L. Gwyn, Springdale, N.C. Jul. 1-Sep. 2. \$8-\$10 a week. Riding, Rowing, etc.
- THORWALD, Sewanee, Tenn.
 Mrs. Malcolm McDowell, Sewanee, Tenn. Jul. 3-Sep. 3. \$175. In the mountains. Riding, Music, Dramatic Art, etc.
- SPRING HILLS, Michigamme, Mich. Est. 1916.
 Ida Mighell, 3413 Jackson Blvd., Chicago, Ill. Jul. 5-Aug. 16. \$135.
- ANCONA, La Crosse, Wis. Est. 1915.
 Josephine Mahoney. Jun. 30-Aug. 31. \$100.
- OLYMPIA, Appleton, Wis.
 Ruth Patterson, Woodruff Pl., Ind., Ind. Jul. 15-Aug. 31. \$120.
- DUNRAVEN, Estes Park, Col. Est. 1916.
 Mrs. J. C. Stubbs, Quitman St., Denver, Col. Jun. 12-Sep. 1. \$210. Girls 12-21.
- INDIAN LOOKOUT-CAMP, Navarro, Cal.
 Mrs. E. H. Sawyer. Swimming, Over-night hiking trips, etc.
- ACADIE, Lake Darling, Yarmouth, N.S., Can. Est. 1916.
 Alice G. Symonds, M.D., 175 Main St., Haverhill, Mass. \$150. Dancing, Dramatics, etc.
- WESKAWENAAK, Petite Rivière, N.S., Can.
 Edith J. Taylor, 153 Spring Garden Road, Halifax, N.S. \$100. Athletics, Dancing.
- LUMINA, Lake of Bays, Ont., Can. Est. 1915.
 Harriet A. Beach, 49 Days Park, Buffalo, N.Y. \$150. Land and water sports, Handwork, Tutoring.

STUDENT PERIODICALS OF PRIVATE SCHOOLS

NOTE.

The arrangement is alphabetical by Towns under each State. The name of the School followed by its Address and Enrollment (Enr.) are given on the first line. Below are given the names of the school's Publications (in small capitals), frequency of publication (Publ.), the number of the current volume 1916 (Vol.), the number of pages (pp.) of the usual issue, the subscription price for year (Sub.) and notice if illustrations are used (Ill.) and the size of the Type Page in inches irrespective of margins.

This list of Student Publications of Private Schools is the first so far as known to be published. The information here given is necessarily incomplete though its accumulation has involved extended correspondence.

Notice of errors and omissions will be gratefully received for the correction and amplification of this list in the next Edition. Business Managers are requested also to send circulation and advertising rates.

MAINE

<i>School and Address.</i>	<i>Enr.</i>	<i>Vol.</i>	<i>pp.</i>	<i>Sub.</i>	<i>Ill.</i>	<i>Type Page.</i>
<i>Title.</i>	<i>Publ.</i>					
Gould's Acad. Bethel						
ACADEMY HERALD	2 t.	20	36	\$0.40	Ill.	7½ x 5½"
Abbott Sch. Farmington	40					
OBSERVER	3 t.	7	58	.75	Ill.	7¼ x 5½"
Foxcroft Acad. Foxcroft	140					
ACADEMY REVIEW	5-an.	3	40	2.00	Ill.	7½ x 5½"
Fryeburg Acad. Fryeburg	130					
ACADEMY BELL	Mo.					
Hebron Acad. Hebron	250					
SEMESTER	B-mo.	7	30	1.00	-	7½ x 5½"
Ricker Classical Inst. Houlton	147					
THE AQUILO	once a term	26	36		Ill.	6½ x 4"
Maine Wes. Sem. Kent's Hill	225					
KENT'S HILL BREEZE	Qu.	35	40	.60	Ill.	6¼ x 4"
Lincoln Acad. New Castle	125					
LINCOLNIAN						
Parsonsfield Sem. N. Parsonsfield						
PAR-SEM						
Waynflete Sch. Portland						
NOW & THEN						
Westbrook Sem. Portland	120					
THE MESSENGER	Qu.		32	.75	Ill.	7¼ x 4¼"
Thornton Acad. Saco						
TRIPOD	Mo.		22	.50	-	6½ x 5½"
Potter Academy, Sebago						
WREATH						
Leavitt Inst. Turner Center						
ANGELUS						
Oak Grove Sem. Vassalboro	71					
OAK LEAVES						
Coburn Class. Inst. Waterville	112					
COBURN CLARION	2 t. yr.	24		1.00	Ill.	6½ x 4½"

NEW HAMPSHIRE

St. Paul's Sch. Concord	350					
HORAE SCHOLASTICAE	Mo.	49	26	\$2.00	-	8½ x 6½"
Pinkerton Acad. Derry						
CRITIC						

<i>Title.</i>	<i>School and Address.</i>	<i>Enr. Publ.</i>	<i>Vol.</i>	<i>pp.</i>	<i>Sub.</i>	<i>Ill.</i>	<i>Type</i>	<i>Page.</i>
	Phillips Exeter Acad. Exeter	572						
EXONIAN		S-wk.	114	4	\$2.50	Ill.	17¼ x 11¼"	
PEAN		Yr.						
PHIL. EX. MONTHLY		Mo.						
	Kimball Union Acad. Meriden	130						
KIMBALL UNION								
	Pembroke Acad. Pembroke							
ACADEMIAN								
	Holderness Sch. Plymouth							
ARGUS		Mo.	15	20	1.50	Ill.	7¾ x 4½"	
	Tilton Sem. Tilton	300						
BULLETIN								
TILTONIAN			33	21	1.00	Ill.	7½ x 5½"	

VERMONT

	Brigham Acad. Bakersfield							
BUGLE		Mo.						
	Goddard Sem. Barre							
GODDARD RECORD								
	Montpelier Sem. Montpelier	170						
PHOENIX		Mo.	26	29	—	Ill.	6½ x 4"	
	Vermont Acad. Saxtons River	72						
LIFE		S-an.	32	22	\$1.00	Ill.	7¾ x 4½"	

MASSACHUSETTS

	Phillips Acad. Andover	562						
MIRROR		Mo.	39	4	\$1.75	—	6½ x 4"	
PHILLIPIAN		S-wk.	39	4	1.00	—	17¾ x 14¼"	
	Lasell Sem. Auburndale	200						
LASELL LEAVES		Mo.	42	30	1.00	Ill.	8½ x 5½"	
	Mitchell Milit. Sch. Billerica							
ECHO		Qu.	3	22	.75	Ill.	8¼ x 6"	
	Huntington Sch. Boston	350						
THE BLAZE		Mo.	2	31	1.00	Ill.	7¼ x 4½"	
	The May Sch. Boston							
MAZE								
	Noble & Greenough Sch. Boston	225						
NOBLEMAN		Mo.	5	17	1.50	Ill.	8½ x 6½"	
	Posse Sch. of Gym. Boston	25						
POSSE GYM JOURNAL		Mo.	24	10	1.00	—	8 x 6¾"	
	Roxbury Lat. Sch. Boston	150						
TRIPOD		Mo.	29	20	.75	Ill.	8½ x 6½"	
	Volkmann Sch. Boston	65						
VEXILLUM		Mo.	10	24	2.00	Ill.	8 x 5¾"	
	Winsor Sch. Boston	240						
WINSOR LAMP		Qu.	2	21	1.00	Ill.	8½ x 5¾"	
	Browne & Nichols Sch. Cambridge	120						
SPECTATOR		—	7	16	—	—	6½ x 4½"	
	Middlesex Sch. Concord	115						
ANVIL		Mo.	13	40	2.50	—	7¼ x 5"	
	Powder Point Sch. Duxbury	55						
THE POWDER HORN		—	6	28	—	—	7 x 4¾"	
	Williston Sem. Easthampton	178						
WILLISTONIAN		Wk.	100	4	2.00	—	12½ x 9½"	
	Dean Acad. Franklin	240						
MEGAPHONE		twice a term	16	36	.50	Ill.	8¼ x 5½"	
	Hallock Sch. Great Barrington							
RECORD		Mo.	7	18	2.00	Ill.	7½ x 4½"	
	Groton Sch. Groton	160						
GROTONIAN		Mo.	33	45	2.50	Ill.	7 x 5"	

<i>School and Address.</i>	<i>Enr.</i>						
<i>Title.</i>	<i>Publ.</i>	<i>Vol.</i>	<i>pp.</i>	<i>Sub.</i>	<i>Ill.</i>	<i>Type</i>	<i>Page.</i>
Rogers Hall Lowell							
SPLINTERS	—	17	43	\$2.00	—	6½ x 4"	
Milton Acad. Milton	165						
ORANGE & BLUE	Mo.	23	42	2.00	Ill.	8 x 5½"	
Mt. Hermon Sch. Mt. Hermon	817						
HERMONITE	Ev. 3 wks.	29	22	1.00	Ill.	8¼ x 5¾"	
Country Day Sch. Newton	160						
MEGAPHONE	Mo.	4	16	—	Ill.	8½ x 5½"	
Northfield Sem. E. Northfield	600						
NORTHFIELD STAR	Mo.	1	28	1.00	Ill.	7½ x 4½"	
Berkshire Sch. Sheffield	65						
DOME	Mo.	8	24	2.00	Ill.	7½ x 4"	
Dummer Acad. So. Byfield	70						
ARCHON	Mo.	41	17	2.00			
St. Mark's Sch. Southboro	140						
VINDEX	—	—	—	—	—	8½ x 5¾"	
Fessenden Sch. West Newton	100						
NEWS	Mo.	12	24	1.50	Ill.	8¼ x 5½"	
Worcester Acad. Worcester							
INDEX	—	23	6	—	—	—	
THE VIGORNIA	—	—	—	—	—	10½ x 7¾"	

RHODE ISLAND

Cloyne House Sch. Newport	30						
CLOYNE MAGAZINE	Mo.	20	25	\$2.00	Ill.	7 x 5½"	
St. George's Sch. Newport	128						
DRAGON	Mo.	19	20	1.50	Ill.	9 x 5½"	
Moses Brown Sch. Providence							
DELPHIAN	Mo.	12	20	1.00	Ill.	7½ x 5½"	
Miss Wheeler's Sch. Providence							
THE QUILL	Mo.	7	31	—	—	6½ x 4½"	

CONNECTICUT

University Sch. Bridgeport	50						
UNIV. SCH. REVIEW	B-mo.						
Cheshire Sch. Cheshire							
ORACLE	Mo.	13	40	\$2.50	Ill.	7½ x 4½"	
Rumsey Hall Cornwall							
ECHO	Mo.	16	22	1.00	Ill.	6½ x 3¾"	
Greenwich Acad. Greenwich	74						
QUESTION MARK	Mo.						
Rosemary Hall Greenwich	110						
ROSEMARY	8 t. yr.	27	20	2.00	Ill.	8¼ x 5¾"	
Kent Sch. Kent	130						
KENT QUARTERLY	Qu.	8	20	—	Ill.	7¼ x 4½"	
Hotchkiss Sch. Lakeville	250						
HOTCHKISS LIT. MONTHLY	Mo.	4	45	2.50	Ill.	6¾ x 4"	
HOTCHKISS RECORD	Wk.	23	16	—	Ill.	11¼ x 9"	
Westover Sch. Middlebury	150						
LANTERN	Mo.	8	34	—	—	6¼ x 4"	
Hopkins Gram. Sch. N. Haven	70						
CRITIC							
Hillside Sch. Norwalk	74						
BEACON	Mo.	—	32	—	Ill.	8½ x 4½"	
Norwich Free Acad. Norwich	600						
ACADEMY JOURNAL	Mo.						
Pomfret Sch. Pomfret	130						
PONTEFRAC	Wk.	1	54	2.50	—	13¼ x 8¼"	
Sanford Sch. Redding Ridge							
SANFORDIAN	Mo.	8	54	1.00	Ill.	6¾ x 4"	
Ridgefield Sch. Ridgefield	39						
RECORD	—	9	24	2.00	Ill.	7¾ x 5"	
PRESS							

<i>Title.</i>	<i>School and Address.</i>	<i>Enr. Publ.</i>	<i>Vol.</i>	<i>pp.</i>	<i>Sub.</i>	<i>Ill.</i>	<i>Type</i>	<i>Page.</i>
YE SARBUM BOOKE	Salisbury Sch. Salisbury	57						
	Westminster Sch. Simsbury	4 t. yr.	12	32	-	Ill.	6½ x 3¾"	
WESTMINSTER NEWS	Wk.	68						
WESTMINSTER REVIEW	Mo.	27	43	\$2.50	-		5½ x 4½"	
	King Sch. Stamford	80						
KING SCH. REVIEW	Qu.	4	25	.50	Ill.		7¼ x 4½"	
	Stamford Prep. Sch. Stamford							
RED & BLACK								
BRIEF	Choate Sch. Wallingford	145						
CHOATE NEWS	Mo.	11	12	2.00	Ill.		5 x 7"	
	Wykeham Rise Washington						11½ x 9"	
CHRONICLE	Qu.							
STRAY SHOT	Gunnery Sch. Washington	60						
	Mo.	32	31	1.50	Ill.		7 x 4½"	
	St. Margaret's Sch. Waterbury	125						
MAGPIE	Mo.	19	25	1.50	-		6½ x 3¾"	
	Taft Sch. Watertown	190						
ORACLE	Mo.	11	62	2.50	Ill.		5½ x 3¾"	
PAPYRUS	Wk.	23	8	3.00	Ill.		11½ x 9"	
	Loomis Inst. Windsor	110						
LOOMIS LOG	Wk.		6	2.00	-		7½ x 4¼"	

NEW YORK

	St. Agnes Sch. Albany	100						
ABOUT ST. AGNES	Mo.	20	-	\$1.00	-		7½ x 5½"	
	Albany Acad. for Girls							
ACADEME	4 t. yr.	14	43	1.00	-		7¼ x 5"	
	Albany Acad. Albany	217						
CUE								
	Wallcourt Sch. Aurora							
WALLCOURT LION								
	Bedford Sch. Bedford							
THE BEDFORD CHIRP								
	Adelphi Acad. Brooklyn	680						
ADELPHIAN								
	Berkeley Inst. Brooklyn							
BERKELYDIAN		-	63	-	Ill.		7¼ x 4¼"	
	Packer Coll. Inst. Brooklyn	720						
CURRENT ITEMS								
	Poly. Prep. Sch. Brooklyn	500						
POLY PREP		-	118	1.00	Ill.		7½ x 5½"	
	Brooklyn Hgts. Sem. Brooklyn	160						
TRIANGLE								
	Nichols Sch. Buffalo	135						
VERDIAN								
	Stone Sch. Cornwall	70						
GUARRY	Bi-mo.	5	8	1.25	Ill.			
	N.Y. Mil. Acad. Cornwall	226						
RAMBLE								
	St. Paul's Sch. Garden City, L.I.							
ST. PAUL'S LIFE								
	Heathcote Hall Harrison							
HEATHCOTE								
	Hoosac Sch. Hoosac	250						
OWL								
	Houghton Sem. Houghton							
HOUGHTON STAR	9 t. yr.	8	-	.50	-		7¼ x 4½"	
	Cascadilla Sch. Ithaca							
CASCADILLIAN	Mo.							
	Lake Placid Sch. Lake Placid	40						
MIGRATOR	Mo.							
	Manlius Sch. Manlius							
WINDMILL	Mo.	26	35	-	Ill.		7¼ x 4½"	

<i>School and Address.</i>	<i>Enr.</i>							
<i>Title.</i>	<i>Publ.</i>	<i>Vol.</i>	<i>pp.</i>	<i>Sub.</i>	<i>Ill.</i>	<i>Type</i>	<i>Page.</i>	
Mackenzie Sch. Monroe	40							
TOWN & GOWN	Mo.	16	35	-	Ill.	6½ x 5"		
Staten Is. Acad. New Brighton	300							
QUILL	Mo.	32	40	\$1.00	Ill.	8½ x 6½"		
St. Ann's Acad. New York	340							
ACADEMY NEWS								
Trinity Sch. New York	305							
ACTA DIVINCE								
Graham Sch. New York	65							
AGORA								
Riverside Sch. New York	115							
ARROW								
Barnard Sch. for Boys New York	120							
BARNARD BRIC	An.	-	-	-	Ill.	-		
Berkeley Sch. New York								
BERKELEY FOLIO	Mo.	27	72	-	Ill.	7¾ x 4¾"		
Columbia Gram. Sch. New York								
COLUMBIA NEWS	Mo.	28	25	-	Ill.	-		
Cutler Sch. New York	100							
CUTLER FORTNIGHTLY	9 t. yr.	26	16	2.50	Ill.	8¼ x 5¾"		
St. Agatha Sch. New York	200							
FORUM	-	26						
Columbia Gram. Sch. New York								
HOOR GLASS	-	-	-	-	-	8¼ x 5½"		
Ethical Culture Sch. New York	737							
INKLINGS	-	34		.50	Ill.	6¾ x 4"		
Kirmayer Sch. New York	42							
KIRMAYER ECHO	Mo.	5	8	-	-	7½ x 4½"		
Hamilton Inst. for Girls New York								
PANDORA								
Leete Sch. New York	50							
QUARTERLY TATLER								
Alcuin Sch. New York								
QUILL								
Horace Mann Sch. New York	250							
RECORD	Wk.	3	4	-	-	10¼ x 6¾"		
Franklin Sch. New York	150							
RED & BLUE	-	27						
St. Bernard's Sch. New York								
ST. BERNARD'S BUDGET	Wk.							
Holbrook Sch. Ossining	80							
BRIAR CLIFF SPECTATOR	Mo.	13	31	1.50	Ill.	6¾ x 4¼"		
Pawling Sch. Pawling	149							
PHOENIX	Mo.	9	27	2.50	-	6½ x 4¾"		
PAWLING SCH. WEEKLY	Wk.	5	6	2.50	Ill.	13¾ x 11½"		
Peekskill Mil. Acad. Peekskill	168							
REVEILLE	Mo.							
St. Mary's Sch. Peekskill								
SUB ALIS STO								
Putnam Hall Poughkeepsie								
PUTNAM HALL CHRONICLE								
Riverview Acad. Poughkeepsie								
RIVERVIEW STUDENT	-	15	30	1.50	Ill.	7 x 4½"		
Tewksbury Sch. Scarsdale								
INGLESIDE SPARKS	8 t. yr.	-	30	2.00	Ill.	6½ x 4"		
Hackley Sch. Tarrytown	135							
HACKLEY	-	39		2.50	Ill.	6¾ x 4½"		
Irving Sch. Tarrytown	180							
IRYONIAN	Qu.	12	64	1.00	Ill.	7¾ x 5½"		
Repton Sch. Tarrytown	45							
REPTONIAN	-	14						
Emma Willard Sch. Troy	250							
TRIANGLE								

NEW JERSEY

<i>Title.</i>	<i>School and Address.</i>	<i>Enr. Publ.</i>	<i>Vol.</i>	<i>pp.</i>	<i>Sub.</i>	<i>Ill.</i>	<i>Type</i>	<i>Page.</i>
Blair Acad.	Blairstown							
BREEZE	Bordentown Mil. Acad.	Mo.	24	-	\$1.50	Ill.	7 x 4¼"	
SKIRMISHER	Pingry Sch. Elizabeth	-	15	12	1.25	Ill.	8½ x 4¾"	
PINGRY RECORD	Vail-Deane Sch. Elizabeth	Qu.	-	23	1.00	Ill.	7¼ x 4½"	
VAIL-DEANE BUDGET	Dwight Sch. Englewood	Qu.	21	32	1.00	Ill.	9½ x 6½"	
DWIGHTONIA	Kingsley Sch. Essex Falls	ev. 2 mo.	17	37	1.00	-	6½ x 4"	
CHRONICLE	Newman Sch. Hackensack		60					
NEWMAN NEWS	Peddie Inst. Hightstown		330					
CHRONICLE	Stevens Tech. Hoboken	Qu.	45	65	1.00	Ill.	7½ x 4¼"	
PEDDIE NEWS	Lakewood Sch. Lakewood	Wk.	12	47	1.50	-	12 x 9"	
STUTE	Lawrenceville Sch. Lawrenceville		6	39	-	Ill.	6¾ x 4"	
COLONIAL COLUMNS	LAWRENCE	Wk.	36	4	2.00	-	15 x 11½"	
LITERARY MONTHLY	Montclair Acad. Montclair	Mo.	197					
NEWS	MORRISTOWNIAN	Mo.	19	22	3.00	-	7¼ x 4½"	
ON BOUNDS	SALMAGUNDI	-	85		-	Ill.	5½ x 7"	
MORRISTOWNIAN	Newark Sem. Newark		40					
SALMAGUNDI	LITERARY NOVICE							
LITERARY NOVICE	Newark Acad. Newark							
POLYMNIAN	Rutgers Prep. Sch. New Brunswick		84					
ARGO	Carteret Acad. Orange	Mo.	27	23	1.00	Ill.	7¾ x 5¼"	
CARTERET	Miss Beard's Sch. Orange		125	24	-	-	6¼ x 5¼"	
CLIO	Dearborn Morgan Sch. Orange	3 t. yr.	-	26	.75	-	7¼ x 4¼"	
D. M. S.	Princeton Prep. Sch. Princeton		60					
TIGER CUB	Summit Acad. Summit	5 t. yr.	-	48	1.50	Ill.	6¾ x 2½"	
BEACON		Mo.	11	20	1.00	-	7½ x 5"	

PENNSYLVANIA

Allentown Prep. Sch.	Allentown	130						
PURPLE & WHITE	Bellefonte Acad. Bellefonte	Mo.	12	24	\$1.00	-	6¾ x 4¾"	
X(CELLENTIDEA)	Moravian Sem. Bethlehem		230					
MIRROR	Bethlehem Prep. Sch. Bethlehem	Mo.	30	16	.75	-	6½ x 3¾"	
RED & BLACK	Baldwin Sch. Bryn Mawr							
THE MILESTONE	Conway Hall Carlisle	Mo.	2	36	-	Ill.	7 x 4½"	
CONWAYAN	Chestnut Hill Acad. Chestnut Hill		40	26	1.00	Ill.	7½ x 5½"	
WISSAHICKON		Mo.	15	16	-	-	7½ x 4¾"	

<i>Title.</i>	<i>School and Address.</i>	<i>Enr. Publ.</i>	<i>Vol.</i>	<i>pp.</i>	<i>Sub.</i>	<i>Ill.</i>	<i>Type</i>	<i>Page.</i>
Walnut Lane Sch.	Germantown							
YE ALMANACK								
Germantown Friends' Sch.	Germantown	450						
PASTORIAN	Mo.	8	42	\$1.00	—		7½ x 4½"	
Harrisburg Acad.	Harrisburg	150						
ACADEMY SPECTATOR								
Haverford Sch.	Haverford	300						
INDEX	Mo.	28	19	—	—		7½ x 4¾"	
Yeates Sch.	Lancaster	50						
BLUE & BROWN	—	17	77	1.50	—		7¼ x 5¾"	
Mercersburg Acad.	Mercersburg							
ACADEMIC NEWS								
LITERARY MAGAZINE	Mo.	15	24	1.50	—		7½ x 5½"	
Nazareth Hall, Mil. Acad.	Nazareth							
HALL BOY	Mo.	29	18	.50	Ill.		6½ x 4"	
Ogontz Sch.	Ogontz	100						
OGONTZ MOSAIC	Mo.	35	24	1.50	Ill.		9½ x 7"	
Perkiomen Sem.	Pennsburg	250						
PERKIOMENITE	Mo.	18	85	.75	Ill.		6½ x 5½"	
Episcopal Acad.	Philadelphia	250						
ACADEMY SCHOLIUM								
Cedarcroft Sch.	Philadelphia	40						
BAGATELA	—	—	75	—	Ill.		7½ x 5½"	
Brown Coll. Prep. Sch.	Philadelphia	200						
BROWN & WHITE	—	13	24	—			7½ x 5¾"	
Gordon Sch.	Philadelphia							
GORDONIAN								
Holman Sch.	Philadelphia	70						
HOLMAN MAGAZINE								
George Sch.	Philadelphia	230						
IDES								
Agnes Irwin Sch.	Philadelphia	184						
IRISIAN								
Miss Hill's Sch.	Philadelphia	103						
LES COLLINES	Mo.	18	21	1.50			6½ x 4½"	
Penn Charter Sch.	Philadelphia	350						
PENN CHARTER MAGAZINE	Mo.	30	48	—	Ill.		8 x 5½"	
Shady Side Acad.	Pittsburgh	190						
KNICK KNACK								
Hill Sch.	Pottstown	360						
HILL SCH. NEWS	Wk.	14	5	2.00	—		15½ x 11"	
RECORD								
Schuylkill Sem.	Reading							
NARRATOR								
Kiskiminetas Springs Sch.	Saltburg	200						
KISKIMINETAN								
Bishopthorpe Manor	South Bethlehem	50						
YE MANOR CHRONICLE								
Swarthmore Prep. Sch.	Swarthmore	155						
GARNET & GRAY REVIEW	6 t yr.	2	28	1.00	—		8½ x 5½"	
QUARTERLY	—	—	—	—	—		8½ x 5½"	
NEWS	Wk.	4	30	1.00	Ill.		10½ x 11½"	
Washington Sem.	Washington							
SCROLL								
St. Luke's Sch.	Wayne	100						
BLUE & WHITE	Mo.	15	35	1.00	Ill.		8½ x 5½"	
Darlington Sem.	West Chester							
BLUE & GOLD								
Wilkes Barre Inst.	Wilkes Barre							
INSTITUTE TATLER	Mo.	6	45	1.00	Ill.		7½ x 4¾"	
Dickinson Sem.	Williamsport	130						
DICKINSON UNION	Mo.	65	24	1.00	Ill.		8½ x 5½"	

DELAWARE

Friends' Sch. Wilmington
WHITTIER MISCELLANY

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	Nat. Cath. Sch. Washington	155						
ALBANIAN	Miss Madeira's Sch. Washington	100						
TATLER		Mo.	10	29	\$1.00	-	7 1/8 x 5 1/8"	

MARYLAND

	St. Paul's Sch. Baltimore							
TRIAKONTA	St. Timothy's Sch. Catonsville	100						
TIT-BITS	Alleghany Co. Acad. Cumberland							
ACADEMY BULLETIN	Tome Sch. Port Deposit							
TOME		Wk.						
TOME FORUM		Mo.						
	Gilman Sch. Roland Park	168						
BLUE & GRAY								

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	Episcopal High Sch. Alexandria	170						
MONTHLY CHRONICLE	St. Anne's Sch. Charlottesville	160						
FACETS	Randolph-Macon Acad. Front Royal	160						
LEMON & BLACK		-	5	20	-	Ill.	6 5/8 x 4"	
	Woodberry Forest Sch. Orange	107						
THE ORACLE	Staunton Military Acad. Staunton							
BULLETIN BOARD	Stuyvesant School Warrenton							
STAG	Fishburne Military Sch. Waynesboro							
TAPS	Fort Loudoun Seminary Winchester							
TATTLER		-	12	-		Ill.	7 1/2 x 4 1/2"	
	Massanutten Acad. Woodstock							
NEWS		Mo.	6	17	\$0.75	-	7 1/8 x 4 3/4"	

NORTH CAROLINA

	Asheville Sch. Asheville	110						
SCHOOL REVIEW		Mo.	15	38	\$2.50		8 1/4 x 6"	
	Brevard Inst. Brevard							
BREVARD LANELPHIAN		-	1					
	Blue Ridge School Hendersonville							
BLUE RIDGE MONTHLY								

SOUTH CAROLINA

	Wofford Coll. Fitting Sch. Spartanburg	200						
RECORD								

KENTUCKY

	Hamilton Coll. Lexington	285						
HAMILTONIAN		Qu.	12	17				
	Louisville Coll. Sch. Louisville							
TRANSCRIPT		-	2	32	-	Ill.	7 3/8 x 4"	

TENNESSEE

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McCallie Sch. Chattanooga	131						
McCALLIE PENNANT	-	-	36	-	-	10½ x 4½"	
Castle Heights Sch. Lebanon	220						
HERALD							
Montgomery Bell Acad. Nashville	90						
BELL BULLETIN							
Fitzgerald-Clarke Sch. Tullahoma	90						
STUDENT	-	-	20	-	Ill.	8¼ x 5½"	

GEORGIA

Locust Grove Inst. Locust Grove	200						
GRAY BOOK	-	-	-	-	Ill.	7 x 5"	

TEXAS

San Antonio Acad. San Antonio							
ACAD. RECORD							

OHIO

Univ. Sch. Cincinnati	225						
FORGE	Qu.	11	60	\$0.50	Ill.	8¼ x 5¾"	
Franklin Sch. Cincinnati	100						
FRANKLIN							
Ohio Milit. Inst. Cincinnati							
SENTINEL							
The Univ. Sch. Cleveland	270						
UNIV. SCHOOL NEWS	Wk.	21	24	1.50	Ill.	12 x 9"	
Miami Mil. Inst. Germantown							
BAYONET	Mo.	10	20	1.00	-	7¼ x 5"	

INDIANA

Culver Sch. Culver	500						
VEDETTE	-	-	4	-	Ill.	14 x 9"	
Howe Sch. Howe	210						
ANNUAL	An.	31	30	-	-	7 x 4½"	
HERALD	Wk.	8	4	\$1.00	Ill.	13 x 9"	

MICHIGAN

Detroit Univ. Sch. Detroit	130						
CHAOS	-	-	64	-	Ill.	5¾ x 4"	
Spring Arbor Sem. Spring Arbor	120						
BULLETIN							

ILLINOIS

University H. S. Chicago							
MIDWAY	Mo.						
Evanston Acad. Evanston	380						
ACADEMIAN							
N. W. Mil. & Nav. Acad. Highland Park							
LOG BOOK	Qu.	-	22	-	Ill.	7½ x 4¾"	

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Ferry Hall	Lake Forest	100						
ALMANAC		8 t.	-	39	\$1.50	Ill.	7½ x 3¾"	
Lake Forest Acad.	Lake Forest	115						
CAXY		An.	-	78	-	Ill.	7¾ x 5"	
SPECTATOR		Wk.	-	4	2.50	Ill.	12½ x 9"	
Morgan Park Acad.	Morgan Park							
ACADEMY NEWS		-	-	4	-	-	12 x 9"	
Bradley Polytechnic Inst.	Peoria	750						
THE TECH		Mo.	9	72	1.00	Ill.	6¼ x 4¼"	
Todd Sem.	Woodstock	75						
RED & WHITE		Mo.	8	40	.50	Ill.	7 x 4¼"	

WISCONSIN

Wayland Acad.	Beaver Dam	130						
WAYLAND GREETINGS		Qu.	13	24	\$0.24	Ill.	6¼ x 4½"	
St. John's Mil. Acad.	Delafield	230						
CADET DAYS		Mo.	27	29	-	Ill.	8¾ x 6½"	
Grafton Hall	Fond du Lac							
ALMA MATER		Mo.	-	25				
Kemper Hall	Kenosha	120						
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German-Eng. Acad.	Milwaukee	200						
ACADEMY								

MINNESOTA

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DAILY CADET		Daily						
SHATTUCK SPECTATOR		Wk.	1	6	\$2.00	Ill.	16 x 11"	
Pillsbury Acad.	Owatonna	200						
ALPHIAN		Mo.	27	18	.75	-	7½ x 5"	
St. Paul Acad.	St. Paul	60						
NOW & THEN								

IOWA

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ST. KATHERINE'S WHEEL								

MISSOURI

Kemper Mil. Sch.	Boonville							
KODAK								
William Woods Coll.	Fulton	180						
RECORD		-	-	-	-	-	7 x 4"	
Mo. Mil. Acad.	Mexico							
EAGLE		Bi-w.	20	8	\$1.00	-	13½ x 9"	
Smith Acad.	St. Louis	200						
RECORD		Mo.	17	49	1.00	-	8¼ x 6"	

NEW MEXICO

N. M. Mil. Inst.	Roswell	185						
BRONCO								

COLORADO

St. Stephen's Sch.	Colorado Springs	25						
RED & BLUE		4 t yr.	-	22	\$1.00	-	7½ x 5½"	

CALIFORNIA

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CRICKET		Mo.	24	63	\$2.50	Ill.	7	x 5"
OVAL		An.	-	100	-	Ill.	7¼	x 5"
	Miss Head's Sch. Berkeley	145						
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	Harvard Mil. Sch. Los Angeles	200						
SENTINEL		Mo.	15	16	-	Ill.	7⅞	x 5½"
	Westlake Sch. for Girls Los Angeles	200						
VOX PUELLARUM		-	-	119	-	Ill.		
	Thacher Sch. Nordoff	50						
EL ARCHIVERO		An.	19	156	-	Ill.	7	x 4½"
	Manzanita Hall Palo Alto	60						
MANZANITA BARK								
	Hitchcock Mil. Acad. San Raphael							
HITCHCOCK SENTINEL								

WASHINGTON

	Seattle Sem. Seattle	200						
CASCADE		Mo.	4	40	\$0.75	-	7	x 3⅝"

OREGON

	Portland Acad. Portland							
TROUBADOUR								

ARIZONA

	Evans Sch. Mesa	20						
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UTAH

	Weber Acad. Ogden	445						
ACORN								

CANADA

	St. Andrew's College Toronto, Ontario							
THE ST. ANDREW'S COLLEGE		3 times						
REVIEW		a year	17	120	\$1.50	Ill.	7¼	x 4¼"

EDUCATIONAL DIRECTORIES

THE EDUCATIONAL DIRECTORIES.

In these Directories it is aimed to present alphabetically classified lists, readily accessible for reference, of the Associations, Bureaus, Agencies, Firms, and Individuals of interest to Educators and School and College authorities.

The Directories in this Third Edition have been greatly amplified, and many new classifications included. It is hoped eventually to make these Directories practically complete, affording not merely a convenient Address List, but concise information that can be relied upon.

While the inclusion or exclusion of a firm is dependent upon the value and importance of the service which it is prepared to render Schools and Colleges, it is only appropriate that where they are able, they should pay for the publicity afforded them, thus supplying a legitimate source of revenue for the book.

The cooperation of all interested is invited that these Directories may have a maximum serviceability. Officers of Associations are requested to keep the publisher informed as to changes of officers, dates of meetings, etc. No charge whatever is made for any such notice.

Firms and Periodicals which have been inadvertently omitted will be added on their presenting evidence that they are capable of rendering important service along the lines included in these Directories.

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EDUCATIONAL ASSOCIATIONS

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE.

OFFICERS: President, L. B. Rowe.

Secretary, J. F. Lichtenberger, Univ. of Penn.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Section L. Education. Established: 1907.

PURPOSE: To discuss general educational problems and to investigate scientific measures of school processes.

PUBLICATIONS: Science (weekly), official organ.

OFFICERS: President, E. P. Cubberley.

Secretary, S. A. Courtis, 82 Eliot St., Detroit.

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

OFFICERS: President, Edmund Lyon.

Secretary, Z. F. Westervelt, Sch. for the Deaf, Rochester, N.Y.

AMERICAN FEDERATION OF THE TEACHERS OF THE MATHEMATICAL AND NATURAL SCIENCES.

PURPOSE: To advance the teaching of science.

OFFICERS: President, C. Riborg Mann.

Secretary, Wm. A. Hedrick, Central High School, Washington, D.C.

AMERICAN HOME ECONOMICS ASSOCIATION.

PURPOSE: To improve conditions of living in the home, the institutional household, and the community.

PUBLICATIONS: Journal of Home Economics (monthly).

OFFICERS: President, Miss Catherine J. MacKay.

Secretary, Mrs. Alice P. Norton, 1326 E. 58th St., Chicago, Ill.

AMERICAN INSTITUTE OF INSTRUCTION. Est. 1830.

PURPOSE: Educational advancement of New England.

OFFICERS: President, Carlos Ellis.

Secretary, J. Asbury Pitman, Salem, Mass.

AMERICAN MATHEMATICAL SOCIETY. Established: 1894.

PURPOSE: To encourage and maintain an active interest in and to promote the advancement of mathematical science.

PUBLICATIONS: Bulletin; Report of Proceedings.

OFFICERS: President, E. W. Brown.

Secretary, F. N. Cole, 501 W. 116th St., N.Y.C.

AMERICAN NATURE STUDY SOCIETY. Established: 1904.

PURPOSE: To further the interests of elementary science.

PUBLICATIONS: Nature Study Review.

OFFICERS: President, Liberty H. Bailey.

Secretary, Anna B. Comstock, Ithaca, N.Y.

AMERICAN OPEN-AIR SCHOOL ASSOC. Est. 1914.

PURPOSE: Organization and establishment of open-air schools in America, and improving the health of school children.

ANNUAL MEETING: Washington, D.C.

PUBLICATIONS: American Open-Air School Journal.

OFFICERS: President, Allen G. Rice.

Secretary, Walter W. Roach, M.D., 2905 Columbia Ave., Philadelphia, Pa.

AMERICAN PHYSICAL EDUCATION ASSOCIATION.

PURPOSE: Advancement of physical education.

PUBLICATIONS: American Physical Education Review.

OFFICERS: President, R. Tait MacKenzie.

Secretary, James H. McCurdy, 93 Westford Ave., Springfield, Mass.

AMERICAN SCHOOL HYGIENE ASSOCIATION.

OFFICERS: President, Linneaus N. Hines, A.M.

Secretary, Dr. William A. Howe, Albany, N.Y.

AMERICAN SCHOOL IMPROVEMENT ASSOCIATION.

OFFICERS: President, William H. Elson.

Secretary, W. E. Chancellor, Wooster, Ohio.

AMERICAN SCHOOL INQUIRY ASSOCIATION.

OFFICERS: President, William E. Chancellor.

Secretary, Edward Hebden, Board of Educ., Baltimore, Md.

AMERICAN SCHOOL PEACE LEAGUE. Established: 1908.

PURPOSE: To promote, through the schools and the educational public, the interests of international justice and fraternity.

ANNUAL MEETING: July, 1917, at Portland, Ore.

PUBLICATIONS: Year Book; program of meeting.

OFFICERS: President, Randall J. Condon.

Secretary, Fannie F. Andrews, 405 Marlborough St., Boston, Mass.

AMERICAN SOCIETY FOR EXTENSION OF UNIVERSITY TEACHING.

OFFICERS: President, Henry L. B. Jayne.

Secretary, William K. Huff, 730 Witherspoon Bldg., Philadelphia, Pa.

ASSOCIATION OF AMERICAN COLLEGES. Est. 1915.

PURPOSE: The advancement of college education.

PUBLICATIONS: Quarterly Bulletin.

OFFICERS: President, Henry C. King.

Secretary, R. W. Cooper, Upper Iowa Univ., Fayette, Ia.

ASSOCIATION OF AMERICAN GEOGRAPHERS.

OFFICERS: President, Prof. Robt. DeC. Ward.

Secretary, Prof. Richard E. Dodge, Washington, Conn.

ASSOCIATION OF AMERICAN UNIVERSITIES. Est. 1900.

PURPOSE: To consider matters of common interest relating to graduate study.

ANNUAL MEETING: Nov. 9-10, 1917, at Iowa City, Iowa.

PUBLICATIONS: Proceedings.

OFFICERS: President, Rep. of Univ. of Iowa.

Secretary, Herman V. Ames, Univ. of Penn.,
Philadelphia, Pa.

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND. Established: 1886.

PURPOSE: To discuss general educational problems.

ANNUAL MEETING: November, 1917.

PUBLICATIONS: Annual Proceedings of Convention.

OFFICERS: President, Frederick P. Keppel.

Secretary, George W. McClelland, Univ. of
Penn., Philadelphia, Pa.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES. Est. 1895.

PURPOSE: To consider the qualifications of candidates for admission to colleges, the methods of admission, the character of the preparatory schools, the courses of study to be pursued in the colleges and schools, etc.

PUBLICATIONS: Proceedings of annual meetings, Bulletin of Commission on Accredited Schools.

OFFICERS: President, William A. Webb.

Secretary, Walter Hullihen, Sewanee, Tenn.

ASSOCIATION OF THE DIRECTORS OF GIRLS' CAMPS. Established: 1915.

PURPOSE: To secure cooperation of all kinds among the directors of girls' camps.

OFFICERS: Chairman, Mrs. Charles E. Farnsworth,
Teachers' College, N. Y. C.

Secretary, Dr. John B. May, Cohasset, Mass.

ASSOCIATION OF HISTORY TEACHERS OF THE MIDDLE STATES AND MARYLAND. Established: 1902.

PURPOSE: To promote cooperation among history teachers.

PUBLICATIONS: Annual volume.

OFFICERS: President, John M. Vincent.

Secretary, Edgar Dawson, Hunter College, New
York City.

ASSOCIATION OF TEACHERS OF MATHEMATICS IN NEW ENGLAND.

PURPOSE: To increase interest in mathematics.

ANNUAL MEETING: Dec. 8, 1917, at Boston, Mass.

PUBLICATIONS: Joint publishers with Middle States and Md. As. of "Mathematics Teacher."

OFFICERS: President, Harry B. Marsh, Springfield, Mass.

Secretary, H. D. Gaylord, 104 Hemenway St.,
Boston, Mass.

ASSOCIATION OF TEACHERS OF MATHEMATICS IN THE MIDDLE STATES AND MARYLAND.

OFFICERS: President, Eugene R. Smith.

Secretary, Howard F. Hart, Montclair, N.J.

CAMP DIRECTORS' ASSOCIATION OF AMERICA.

PURPOSE: To promote friendly social relations between the directors of summer camps, and the improvement of camping in general by discussion and the interchange of experience.

MONTHLY MEETINGS: Second Saturday evening, each month.

PUBLICATIONS: Monthly report of meetings.

OFFICERS: President, Edward M. Healy.

Secretary, W. W. Thomas, 156 Valentine Lane,
Yonkers, N.Y.

THE CATHOLIC EDUCATIONAL ASSOCIATION. Est. 1903.

PURPOSE: To promote the interests of Catholic education.

ANNUAL MEETING: Buffalo, N.Y.

PUBLICATIONS: Annual Report of the Proceedings; Quarterly Bulletins.

OFFICERS: President-general, Rt. Rev. Thomas J. Shahan.

Secretary-general, Rev. F. W. Howard, 1651 E.
Main St., Columbus, Ohio.

CENTRAL ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS. Established: 1902.

PURPOSE: To promote better teaching of science and mathematics, to obtain a better correlation of these subjects, and to bring the colleges and secondary schools into closer relations with each other.

ANNUAL MEETING: November, 1917, at Chicago, Ill.

PUBLICATIONS: School Science and Mathematics; Annual Proceedings.

OFFICERS: President, Herbert R. Smith.

Secretary, A. W. Cavanaugh, Lewis Institute,
Chicago, Ill.

CLASSICAL ASSOCIATION OF THE ATLANTIC STATES.

Established: 1906.

PURPOSE: To unite all persons in the Middle Atlantic States who are interested in the study of the language, the literature, the life, and the art of ancient Greece and ancient Rome, that the position of the classics may be strengthened through the encouragement of research, and better methods of teaching.

PUBLICATIONS: The Classical Weekly.

OFFICERS: President, Prof. Charles E. Bennett.

Secretary, Prof. Charles Knapp, Barnard College, Columbia Univ., New York City.

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Established: 1905.

ANNUAL MEETING: First days in April.

PUBLICATIONS: Classical Journal.

OFFICERS: President, C. N. Smiley.

Secretary, Louis E. Lord, Oberlin, Ohio.

CLASSICAL ASSOC. OF NEW ENGLAND. Est. 1906.

PURPOSE: To promote the interests of classical studies.

PUBLICATIONS: Classical Journal; Annual Bulletin.

OFFICERS: President, J. Edmund Barss.

Secretary, Prof. George E. Howes, Williams College, Williamstown, Mass.

CLASSICAL ASSOCIATION OF THE PACIFIC NORTH-WEST. Established: 1911.

PURPOSE: To promote the general state of classical studies.

ANNUAL MEETING: December, 1917, at Portland, Ore.

PUBLICATIONS: Classical Journal,—official organ.

OFFICERS: President, Prof. Frank C. Taylor.

Secretary-Treas., Juliann A. Roller, Franklin High School, Portland, Ore.

COLLEGE ENTRANCE EXAMINATION BOARD.

PURPOSE: To hold uniform examinations for admission to college.

ANNUAL MEETING: First Saturday in November.

PUBLICATIONS: Annual Report.

OFFICERS: Chairman, Prof. Robt. N. Corwin.

Secretary, Thomas S. Fiske, 431 W. 117th St., New York City.

COLLEGE TEACHERS OF EDUCATION OF THE MIDDLE WEST.

OFFICERS: President, William F. Barr.

Secretary, A. W. Trettien, Springfield, Mo.

COMMISSION ON ACCREDITED SCHOOLS OF THE SOUTHERN STATES.

OFFICERS: President, R. E. Blackwell.

Secretary, W. B. Torreyson, Little Rock, Ark.

COMMISSION ON THE REORGANIZATION OF SECOND-ARY EDUCATION. Established: 1912, by the N.E.A.

PURPOSE: To define the aims, methods, and content of the various high school subjects.

OFFICERS: Chairman, Clarence D. Kingsley, High School Inspector, Mass. Board of Educ., Boston.

CONFERENCE FOR EDUCATION IN THE SOUTH AND SOUTHERN EDUCATIONAL ASSOCIATION.

PURPOSE: To bring together citizens of all callings to further community development in the South.

PUBLICATIONS: Annual Proceedings.

OFFICERS: Conference President, J. Y. Joyner.

Secretary, A. P. Bourland, Southern Bldg., Washington, D.C.

Association President, J. Y. Joyner.

Secretary, R. A. Clayton, Birmingham, Ala.

CONFERENCE OF CHIEF SCHOOL OFFICERS OF THE UNITED STATES. Established: 1912.

PURPOSE: Discussion of administration problems.

OFFICERS: President, Hon. Nathan C. Schaeffer, Harrisburg, Pa.

EASTERN ARTS ASSOCIATION.

PURPOSE: To advance the interests of manual training and household, agricultural, industrial, and the fine arts as essential elements in education.

ANNUAL MEETING: April, 1918, New Haven, Conn.

OFFICERS: President, E. E. MacNary.

Secretary, Fred P. Reagle, Board of Education,
Montclair, N.J.

EASTERN ASSOCIATION OF PHYSICS TEACHERS.

OFFICERS: President, Clarence M. Hall.

Secretary, Alfred M. Butler, High Sch. of Prac-
tical Arts, Boston, Mass.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION.

PURPOSE: To discuss problems of teachers in private commercial schools and in the commercial departments of the high schools, and to raise the standards of the teaching profession.

ANNUAL MEETING: April, 1918, Springfield, Mass.

OFFICERS: President, H. G. Healey.

Secretary, D. A. McMillin, Newark, N.J.

EDUCATIONAL ASSOCIATION OF METHODIST EPISCOPAL CHURCH. Established: 1891.

OFFICERS: President, A. W. Harris.

Secretary, R. J. Trevorrow, c/o Board of Educ.
M.E. Church, 150 Fifth Ave., New York.

EDUCATIONAL PRESS ASSOCIATION.

OFFICERS: President, Henry R. M. Cook.

Secretary, Wm. Cook, 292 City Hall, Phila., Pa.

HARVARD TEACHERS' ASSOCIATION. Established: 1891.

PURPOSE: To unite Harvard and Radcliffe graduate students and officers interested in teaching.

ANNUAL MEETING: First Saturday in March, 1917.

PUBLICATIONS: Addresses of the annual meeting, published in School and Society; Annual Proceedings.

OFFICERS: President, Frank V. Thompson.

Secretary, G. E. Johnson, Harv. Univ.,
Cambridge.

HEAD MASTERS' ASSOCIATION. Established: 1892.

ANNUAL MEETING: February, 1918.

OFFICERS: President, Walter R. Marsh.

Secretary, A. F. Warren, Collegiate School, New
York City.

HEAD MISTRESSES' ASSOCIATION OF THE EAST.

OFFICERS: Secretary, Miss Emma G. Sebring, 553 West End Ave., New York City.

HEAD MISTRESSES' ASSOCIATION OF THE MIDDLE WEST. Established: 1914.

PURPOSE: To provide an opportunity for furthering the acquaintance of head mistresses with one another, and for the discussion of matters of common interest.

OFFICERS: President, Miss Gertrude Angell.

Secretary, Miss Grace L. Jones, Columbus School
for Girls, Columbus, Ohio.

INLAND EMPIRE COUNCIL OF TEACHERS OF ENGLISH.

Established: 1915.

PURPOSE: To stimulate interest in the improvement of English teaching.

ANNUAL MEETING: April, 1918, at Spokane, Wash.

PUBLICATIONS: Annual Report.

OFFICERS: President, Herbert E. Fowler.

Secretary, E. W. Sawtelle, Spokane, Wash.

INTERNATIONAL KINDERGARTEN UNION. Est. 1892.

PURPOSE: To gather and disseminate knowledge of the kindergarten movement, to bring into active cooperation all kindergarten interests, to promote the establishment of kindergartens.

ANNUAL MEETING: May, 1917, at Boston, Mass.

PUBLICATIONS: Proceedings of the annual meetings.

OFFICERS: President, Miss Stella L. Wood.

Secretary, Miss May Murray, Springfield, Mass.

LEAGUE OF TEACHERS' ASSOCIATIONS. Est. 1912.

PURPOSE: To bring associations of teachers into cooperation and relations of mutual assistance and to promote the best interests of education.

PUBLICATIONS: The Elementary Teacher,—official organ.

OFFICERS: President, Frances Harden.

Secretary, Mary Walsh, La Salle, Ill.

MISSISSIPPI VALLEY HISTORICAL ASSOCIATION, TEACHERS' SECTION. Established: 1911.

PURPOSE: To secure the cooperation of history teachers for the advancement of their work.

ANNUAL MEETING: April, 1918. Held in connection with annual meeting of the association.

OFFICERS: Chairman, Augustus O. Thomas.

Secretary, Howard C. Hill, State Normal School, Milwaukee, Wis.

MODERN LANGUAGE ASSOCIATION OF AMERICA.

PURPOSE: The advancement of the study of the modern languages and their literatures.

ANNUAL MEETING: Dec. 27-29, 1917, at New Haven, Conn.

PUBLICATIONS: Quarterly publications of M. L. A. of A.

OFFICERS: President, Kuno Francke.

Secretary, William Guild Howard, 39 Kirkland St., Cambridge, Mass.

MONTESSORI EDUCATIONAL ASSOCIATION. Est. 1913.

PURPOSE: To organize, cooperate, and promote the Montessori theories of education.

PUBLICATIONS: Bulletins of information.

OFFICERS: President, Mrs. Alex. Graham Bell.

Secretary, William K. Cooper, 1840 Kalorama Road, Washington, D.C.

MUSIC SUPERVISORS NATIONAL CONFERENCE.

PURPOSE: For mutual helpfulness and the promotion of good music through the instrumentality of the public schools.

PUBLICATIONS: Music Supervisors' Bulletin; Journal of Proceedings.

OFFICERS: President, Will Earhart.
Secretary, Miss Agnes Benson, Tribune Bldg., Chicago, Ill.

MUSIC TEACHERS' NATIONAL ASSOCIATION.

PURPOSE: The advancement of musical knowledge and education in the United States.

ANNUAL MEETING: December, 1917, at New Orleans, La.

PUBLICATIONS: Studies in Musical Education, History and Aesthetics. (The Papers and Proceedings of the Annual Meetings.)

OFFICERS: President, J. Lawrence Erb.
Secretary, Charles N. Boyd, 4259 5th Ave., Pittsburgh, Pa.

NATIONAL ASSOCIATION FOR THE STUDY AND EDUCATION OF EXCEPTIONAL CHILDREN.

OFFICERS: President, Ira S. Wile.
Secretary, W. H. Groszmann, Plainfield, N.J.

NATIONAL ASSOCIATION OF CORPORATION SCHOOLS.

PURPOSE: To develop the efficiency of the individual employee; to have the courses in established educational institutions modified to meet more fully the needs of industry.

ANNUAL MEETING: June 5-8, 1917, at Buffalo, N.Y.

PUBLICATIONS: Proceedings; Monthly Bulletin.

OFFICERS: President, Dr. H. J. Tily.
Secretary, F. C. Henderschott, 130 E. 15th St., New York City.

NATIONAL ASSOCIATION OF SCHOOL ACCOUNTING OFFICERS. Established: 1910.

PURPOSE: The standardization of fiscal, physical, and educational data of school systems; the promotion of efficiency in school accounting and administration.

ANNUAL MEETING: May 15-17, 1917, at Pittsburgh, Pa.

PUBLICATIONS: Annual Report.

OFFICERS: President, William Dick.
Secretary, A. L. Clinite, Des Moines, Ia.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES.

OFFICERS: President, Frank Strong.
Secretary, Guy Potter Benton, Univ. of Vermont, Burlington, Vt.

NATIONAL ASSOCIATION OF TEACHERS' AGENCIES. Established: 1914.

PURPOSE: To enhance the value of the service of teachers' agencies to teachers and schools.

PUBLICATIONS: Report of Proceedings.

OFFICERS: President, W. N. Parker.

NATIONAL COMMERCIAL TEACHERS' FEDERATION.

PURPOSE: Promotion of profitable interest and enthusi-

asm among teachers of commercial subjects, and the advancement of commercial education.

PUBLICATIONS: Annual Report of Proceedings.

OFFICERS: President, J. F. Fish.

Secretary, O. L. Trenary, Kenosha, Wis.

NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS.

PURPOSE: To consider standards of admission, etc.

ANNUAL MEETING: March, 1918, at New York City.

PUBLICATIONS: Report of Annual Meeting; Reports to various journals.

OFFICERS: President, A. Ross Hill.

Secretary, Frank W. Nicolson, Middletown, Conn.

NATIONAL COUNCIL OF EDUCATION.

OFFICERS: President, W. B. Owen.

Secretary, Adelaide S. Baylor, Indianapolis, Ind.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH.

PURPOSE: To increase the effectiveness of school and college work in English.

ANNUAL MEETING: November.

PUBLICATIONS: Reports; English Journal.

OFFICERS: President, Allan Abbott.

Secretary, James F. Hosc, Chicago Normal College, Chicago, Ill.

NATIONAL EDUCATION ASSOCIATION. Established: 1857.

PURPOSE: To elevate the character and advance the interests of the profession of teaching, and to promote the cause of education in the United States.

ANNUAL MEETING: July 7-14, 1917, at Portland, Ore.

PUBLICATIONS: N. E. A. Bulletin (monthly); Annual Proceedings; Year Book.

OFFICERS: President, Robert J. Aley.

Secretary, Durand W. Springer, Ann Arbor, Mich.

NATIONAL KINDERGARTEN ASSOCIATION. Est. 1909.

PURPOSE: To have the kindergarten established in every public school.

PUBLICATIONS: Annual Report; Educational Propaganda, Literature, and Bulletins.

OFFICERS: President, Bradley Martin.

Corresponding Secretary, Miss Bessie Locke, 250 Madison Ave., New York City.

NATIONAL SOCIETY FOR BROADER EDUCATION.

PURPOSE: Through the education of the adult to aid in the normal development of national life, to remove the causes of distrust and antagonism between sections and classes, and thus to promote the interests of the whole people.

ANNUAL MEETING: First Wednesday in January, 1918.

PUBLICATIONS: Leaflets; Annual Report.

OFFICERS: President, Guy C. Lee.
Secretary, Hildegard H. Langsdorf, 172 W.
High St., Carlisle, Pa.

NATIONAL SOCIETY FOR THE PROMOTION OF INDUSTRIAL EDUCATION. Established: 1906.

ANNUAL MEETING: At Minneapolis, Minn.

OFFICERS: President, William C. Redfield.
Secretary, Alvin E. Dodd, 140 W. 42d St., New
York City.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.
Established: 1892.

PURPOSE: To promote the investigation and discussion of
educational questions.

PUBLICATIONS: Year Book.

OFFICERS: President, Charles E. Chadsey.
Secretary, G. M. Whipple, Univ. of Ill., Urbana, Ill.

**NATIONAL SOCIETY OF COLLEGE TEACHERS OF
EDUCATION.**

ANNUAL MEETING: With the Dept. of Supt., N. E. A.

OFFICERS: President, W. G. Chambers.
Secretary, Guy M. Wilson, Iowa State Coll.,
Ames, Ia.

NATIONAL SPEECH ARTS ASSOCIATION. Est. 1891.

PURPOSE: Promulgation of correct oral English.

ANNUAL MEETING: June 25, 1917, at Cincinnati, Ohio.

PUBLICATIONS: Year Book; Directory.

OFFICERS: President, Charles M. Holt.
Secretary, Miss Jessie Tharpe, 3425 Prytania St.,
New Orleans, La.

**NEW ENGLAND ASSOCIATION OF CHEMISTRY TEACH-
ERS.** Established: 1898.

PURPOSE: To promote efficiency in the teaching of chemistry.

ANNUAL MEETING: November or December.

PUBLICATIONS: Reports of three regular meetings each year.

OFFICERS: President, George A. Cowen.
Secretary, S. Walter Hoyt, Mechanic Arts High
School, Boston, Mass.

**NEW ENGLAND ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS.** Established: 1884.

PURPOSE: The advancement of the cause of liberal edu-
cation by the promotion of interests common to colleges
and secondary schools.

ANNUAL MEETING: Dec. 7, 8, 1917, Springfield, Mass.

PUBLICATIONS: Education.

OFFICERS: President, A. Lawrence Lowell.
Secretary, Walter Ballou Jacobs, Brown Univ.,
Providence, R.I.

**NEW ENGLAND ASSOCIATION OF COLLEGE TEACHERS
OF EDUCATION.** Established: 1905.

PURPOSE: To unite college teachers of education in New
England for the discussion of their professional problems.

OFFICERS: President, Miss Anna J. McKeag.
Secretary, S. M. Graves, Wellesley Hills, Mass.

NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH. Established: 1901.

PURPOSE: To advance the study and teaching of the English language and literature.

MEETINGS: March and December, 1917.

PUBLICATIONS: The English Leaflet (monthly).

OFFICERS: President, Samuel Thurber.
Secretary, A. B. deMille, 376 Randolph Ave., Milton, Mass.

NEW ENGLAND COLLEGE ENTRANCE CERTIFICATE BOARD. Established: 1902.

PURPOSE: To approve schools in New England for the certificate privilege.

ANNUAL MEETING: May, 1917.

PUBLICATIONS: Annual Report.

OFFICERS: President, Dean F. G. Wren.
Secretary, Prof. Frank W. Nicolson, Middletown, Conn.

NEW ENGLAND HISTORY TEACHERS' ASSOCIATION.

PURPOSE: The advancement of the study of history, government, and economics, by the discussion and dissemination of ideas, and by the promotion of social relations among the teachers of these subjects.

SEMI-ANNUAL MEETINGS: October and April.

PUBLICATIONS: Annual Report; outlines, catalogs, syllabuses, etc.

OFFICERS: President, Sydney B. Fay.
Secretary, Walter H. Cushing, South Framingham, Mass.

NEW ENGLAND MODERN LANGUAGE ASSOCIATION.

PURPOSE: To establish closer relations between secondary schools and colleges.

ANNUAL MEETING: Second Saturday of May.

PUBLICATIONS: The Modern Language Bulletin.

OFFICERS: President, George T. Files.
Secretary, Samuel M. Waxman, Boston Univ., Boston, Mass.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS. Established: 1895.

PURPOSE: To establish closer relations between the colleges and secondary schools.

PUBLICATIONS: Proceedings of annual meetings.

OFFICERS: President, Thomas F. Holgate.
Secretary, H. E. Brown, Kenilworth, Ill.

NORTHEASTERN ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS.

OFFICERS: President, A. W. Vawberg.
Secretary, Miss J. C. Bennett, East High School, Cleveland, Ohio.

NORTHWESTERN ASSOCIATION OF HISTORY, GOVERNMENT, AND ECONOMICS TEACHERS.

OFFICERS: President, James Bever.

Secretary, Leroy F. Jackson, Pullman, Wash.

NORTHWESTERN EDUCATIONAL FOUNDATION.

OFFICERS: President, H. C. Henry.

Secretary, Stephen B. L. Penrose, Walla Walla, Wash.

ONTARIO EDUCATIONAL ASSOCIATION. Est. 1861.

PURPOSE: To elevate the character and advance the interests of the profession of teaching, and to promote the cause of education in Ontario.

ANNUAL MEETING: April, 1918.

PUBLICATIONS: Annual Report of Proceedings.

OFFICERS: President, W. J. Summerby.

Secretary, Robert W. Doan, 216 Carlton St., Toronto, Can.

PRESBYTERIAN EDUC. ASSOCIATION OF THE SOUTH.

OFFICERS: President, Henry H. Sweets.

Secretary, William Dinwiddie, Clarksville, Tenn.

RELIGIOUS EDUCATION ASSOCIATION. Established: 1903.

PURPOSE: Promotion of moral and religious training in existing educational agencies, in homes, and through the press.

ANNUAL MEETING: March 19-21, 1918, at Atlantic City, N.J.

PUBLICATIONS: Religious Education.

OFFICERS: President, Rev. Washington Gladden.

Secretary, Henry F. Cope, 332 S. Michigan Ave., Chicago, Ill.

THE SCHOOLMASTERS' ASSOCIATION OF NEW YORK AND VICINITY. Established: 1887.

PURPOSE: The advancement of professional standards.

ANNUAL MEETING: April, 1918.

PUBLICATIONS: Minutes published annually.

OFFICERS: President, William L. Hazen.

Secretary, Frank S. Hackett, Riverdale Country School, Riverdale, N.Y.

SOUTHERN ASSOC. OF COLLEGE WOMEN. Est. 1903.

PURPOSE: To unite college women in the South for the higher education of women; to raise the standard of education for women; to develop preparatory schools; and to define the line of demarcation between preparatory schools and colleges.

ANNUAL MEETING: April 10-14, 1917, at Washington, D.C.

PUBLICATIONS: Proceedings of Annual Meeting.

OFFICERS: President, Elizabeth A. Colton.

Secretary, Mary L. Harkness, Newcomb College, New Orleans, La.

SOUTHERN BAPTIST EDUCATION ASSOCIATION.

PURPOSE: To unify Southern Baptist sentiment and conviction on the subject of denominational education.

By mutual help to seek to standardize and to increase the efficiency of all our schools.

PUBLICATIONS: Proceedings of mid-winter conferences.

OFFICERS: President, Dr. J. L. Kesler.

Secretary, J. Henry Burnett, Murfreesboro, Tenn.

WESTERN ASSOCIATION OF COLLEGE TEACHERS OF EDUCATION.

OFFICERS: President, W. F. Barr.

Secretary, A. W. Trettien, Drury College, Springfield, Mo.

WESTERN DRAWING AND MANUAL TRAINING ASSOCIATION. Established: 1893.

PURPOSE: Advancement of Drawing and Manual Training Teaching.

ANNUAL MEETING: May 3-6, 1916, at Grand Rapids, Mich.

PUBLICATIONS: Annual Proceedings and Occasional Reports.

OFFICERS: President, J. Vaughn.

Secretary, Wilson H. Henderson, 471 Van Buren St., Milwaukee, Wis.

EDUCATIONAL PERIODICALS

- AMERICAN EDUCATION** (monthly, except Jul. and Aug.).
New York Education Co., 50 State St., Albany, N.Y.
Established: 1897. Ed. by H. M. Pollock and C. W. Blessing. 64 pp. \$1.25 per year.
A monthly magazine for the Progressive Teacher, Principal, Superintendent, presenting the Latest and Best Thought in Educational Theory and Practice.
- AMERICAN EDUCATIONAL REVIEW** (monthly).
American Educational Co., 431 S. Dearborn St., Chicago, Ill.
Est. 1879. Size: 5 x 8. \$2.00 per year. Circ. 30,000.
- AMERICAN HISTORICAL REVIEW** (quarterly).
The Macmillan Co., 41 N. Queen St., Lancaster, Pa.
Established: 1894. Ed. by J. Franklin Jameson. 200 pp. \$4.00 per year.
- AMERICAN OPEN-AIR SCHOOL JOURNAL** (monthly).
Philadelphia, Pa.
Established: 1914. Edited by Walter W. Roach, M.D.
Size: 8½ x 11. 16 pp. \$1.00 per year. Circulation: 16,000.
Devoted to the purpose of vitalizing school children by means of fresh-air class rooms and Open-air Schools.
- AMERICAN PHYSICAL EDUCATION REVIEW** (monthly, except Jul., Aug., and Sept.).
Am. Phys. Ed. Assoc., 93 Westford Ave., Springfield, Mass.
Est. 1896. Edited by James H. McCurdy, M.D. Size: 4 x 7. 66 pp. \$3.00 per year. Circ. 1600.
- AMERICAN SCHOOLMASTER** (monthly, exc. Jul. and Aug.).
State Normal College, Ypsilanti, Mich.
Established: 1908. Edited by Horace Z. Wilber. Size: 4¼ x 6¾. 48 pp. \$1.00 per year.
- CANADIAN TEACHER** (semi-monthly, except Jul. and Aug.).
Educational Pub. Co., 36 Shuter St., Toronto, Ont., Canada.
Established: 1897. Size: 5½ x 8. \$1.25 per year.
- CATHOLIC EDUCATIONAL REVIEW** (mo., exc. Jul. and Aug.).
The Catholic Education Press, Brookland, D.C.
Edited by Thomas E. Shields. 95 pp. \$3.00 per year.
- THE CATHOLIC SCHOOL JOURNAL** (mo., exc. Jul. and Aug.).
445 Milwaukee St., Milwaukee, Wis.
Established: 1901. Size: 9 x 12. 56 pp. \$1.50 per year. Circulation: 11,700.
For Teachers, Clergy, and Institutional Officials. Highly commended by the Hierarchy and Teachers throughout the country. Well edited and illustrated. Contains practical methods, aids, and devices for teachers. The only magazine of its kind in America. Reaches those in charge of nearly 2,000,000 pupils, as well as many Public Libraries.

CLASSICAL JOURNAL (monthly, except Jul., Aug., and Sept.).

University of Chicago Press, Chicago, Ill.

Established: 1905. Size: $4\frac{1}{2} \times 6\frac{1}{2}$. \$1.50 per year.

CLASSICAL WEEKLY (weekly).

Barnard College, N.Y. City.

Established: 1907. Edited by Prof. Charles Knapp.

Size: 8×5 . 8 pp. \$1.00 per year. Circulation: 1525.

EDUCATION (monthly, except Jul. and Aug.).

The Palmer Co., 120 Boylston St., Boston, Mass.

Est. 1880. Edited by Frank Herbert Palmer. Size: $6\frac{1}{2} \times 9\frac{1}{2}$. 96 pp. \$3.00 per year. Circ. 3000.

"Devoted to the Science, Art, Philosophy, and Literature of Education." "The only high-class educational monthly published in New England."

Articles are strictly original contributions by ablest educators. American and Foreign Editorial Notes, Book Reviews, etc. Its circulation is national.

EDUCATIONAL ADMINISTRATION AND SUPERVISION.

Warwick & York, 10 E. Centre St., Baltimore, Md.

Established: 1915. 85 pp. \$2.50 per year.

EDUCATIONAL FOUNDATIONS (monthly, exc. Jul. and Aug.).

Educational Magazine Pub. Co., 31 E. 27th St., N.Y. City.

Est. 1888. Edited by W. C. O'Donnell and Clayton S. Cooper. Size: $6\frac{1}{2} \times 9\frac{1}{4}$. 65 pp. \$1.50.

A magazine representative of present-day world consciousness in education. Recently enlarged and adapted to the broader interests of private as well as of public schools. Touches the human as well as the scientific side of education in a popular manner. For Educators and Everybody Interested in Education. Steadily growing in favor.

The magazine that put the Model-Store-Keeping Method of Instruction into the schools; inaugurated the National Citizens' Creed Contest in connection with which the city of Baltimore offered a prize of \$1000; organized the Book Buyers' League; established the Educators Club on the basis of international cooperation in connection with the Commonwealth Hotel-Club project of New York City, and has rendered other valuable services to the cause of educational progress.

EDUCATIONAL REVIEW (monthly, except Jul. and Aug.).

Educational Review Pub. Co., Columbia Univ., N.Y. City.

Est. 1891. Edited by Nicholas Murray Butler. Size: 4×7 . 115 pp. \$3.00 per year. Circ. 3000.

Each issue of the Educational Review contains a carefully selected list of from six to eight articles by leading authorities on topics of current interest throughout the world, relating to University, Secondary, and Elementary School Work. Following these are several discussions on live educational topics. Next are found signed and authoritative book reviews and short notes on the most recent text-books. The last department, under the heading of Notes and

News, is devoted to timely comment on all matters of vital educational interest.

The school, university, or library which possesses a complete file of the Educational Review, together with its two index volumes, is in possession of the best possible encyclopedia of education.

ENGLISH JOURNAL (monthly, except Jul. and Aug.).

Address 68th St. and Stewart Ave., Chicago, Ill.

Est. 1912. Edited by James Fleming Hosic. Size: 4 x 6½. 80 pp. \$2.50 per year. Circ. 4500.

Official organ of the National Council of Teachers of English. A clearing-house for about fifty associations of teachers of English.

HIGH SCHOOL QUARTERLY.

Athens, Ga.

Established: 1912. Edited by Joseph S. Stewart. 75 pp. \$1.00 per year.

HISTORY TEACHERS' MAGAZINE (mo., exc. Jul., Aug.).

McKinley Pub. Co., 1619 Ranstead St., Phila., Pa.

Est. 1909. Size: 6½ x 9. \$2.00 per year. Circ. 3500.

JOURNAL OF EDUCATION (weekly).

New England Publishing Co., 6 Beacon St., Boston, Mass.

Established: 1875. Edited by A. E. Winship. Size: 8½ x 12½. 28 pp. \$2.50 per year.

"The only national educational weekly published in this country." "New England and National." Articles on a wide variety of educational subjects. The Week in Review, Book Table, Educational News, etc., "The Paper that keeps you posted."

JOURNAL OF EDUCATIONAL PSYCHOLOGY.

Warwick & York, Baltimore, Md.

Established: 1910. Ed. by W. C. Bagley, J. C. Bell, Guy M. Whipple, C. E. Seashore. 64 pp. \$3.00 per year.

JOURNAL OF GEOGRAPHY (monthly, except Jul. and Aug.).

Journal of Geography Publishing Co., Madison, Wis.

Edited by R. H. Whitbeck. \$1.00 per year. Official organ National Council Geography Teachers.

JOURNAL OF HOME ECONOMICS (monthly).

Amer. Home Economics Assn., 1211 Cathedral St., Baltimore.

Est. 1909. Ed. by Mrs. Alice P. Norton. 55 pp. \$2.00.

KINDERGARTEN AND FIRST GRADE.

Milton Bradley Co., Springfield, Mass.

Edited by May Murray. \$1.25 per year.

MANUAL TRAINING MAGAZINE.

Manual Arts Press, Peoria, Ill.

Est. 1899. Ed. by Chas. A. Bennett. \$2.00 per year.

MATHEMATICS TEACHER (monthly).

Association of Teachers of Mathematics for the Middle States and Maryland, publishers, Syracuse, N.Y.

Est. 1906. Edited by W. H. Metzler. \$1.00 per year.

MUSIC NEWS (weekly).

Room 850, McClurg Bldg., 218 S. Wabash Ave., Chicago, Ill.

Established: 1909. Edited by Charles E. Watt. Size: 12 x 9. 40-48 pp. \$2.50 per year.

News from all Music Centers. Editorial Comment on all the musical questions of the day.

Published every Friday.

THE NATURE STUDY REVIEW.

The Comstock Publishing Co., Ithaca, N.Y.

Edited by Anna Botsford Comstock, \$1.00 per year.

Official journal of the American Nature-Study Society.

NORMAL INSTRUCTOR AND PRIMARY PLANS (mo.).

F. A. Owen Pub. Co., Dansville, N.Y.

Est. 1891. 85 pp. \$1.25 per year.

PEDAGOGICAL SEMINARY (quarterly).

Florence Chandler, Publisher, Worcester, Mass.

Established: 1891. Edited by G. Stanley Hall and Wm. H. Burnham. 155 pp. \$5.00 per year.

An international record of educational literature, institutions, and progress.

POPULAR SCIENCE MONTHLY. \$1.50. Single copies, 15c.

239 Fourth Ave., New York City.

PROGRESS (monthly).

Athens, Ga.

Est. 1915. Ed. by Fred'k A. Merrill. 35 pp. \$1.00.

RELIGIOUS EDUCATION.

Religious Educ. As., 332 S. Michigan Ave., Chicago, Ill.

Est. 1903. Edited by Henry F. Cope. 100 pp. \$3.00.

SCHOOL (weekly).

The School News Co., 156 Fifth Ave., N.Y. City.

Est. 1889. Edited by H. S. Fuller and C. E. Hamlin. Size: 8¼ x 12. 12 pp. \$2.00. Circ. 30,000.

SCHOOL, THE.

Bloor St. & Spadina Ave., Toronto, Ont., Can.

Established: 1912. Edited by Members of Faculty of Education, Univ. of Toronto. 90 pp. \$1.25 per year.

A magazine devoted to elementary and secondary education in Canada.

SCHOOL ARTS MAGAZINE (monthly, except Jul. and Aug.).

School Arts Publishing Co., 120 Boylston St., Boston, Mass.

Established: 1900. Edited by Henry Turner Bailey. \$2.00 per year.

SCHOOL BULLETIN AND NEW YORK STATE EDUCATIONAL JOURNAL (monthly).

C. W. Bardeen, 311 E. Washington St., Syracuse, N.Y.

Established: 1874. Edited by C. W. Bardeen. Size: 8 x 11½. 24 pp. \$1.00 per year.

One of the three oldest educational journals in America. Under same ownership and management since the beginning.

Appeals to Superintendents, Principals, and Teachers. Excellent for news of New York schools. Publishes important

circulars and decisions of the Education Department. Abundantly illustrated. The Bulletin is a professional journal for teachers.

SCHOOL EDUCATION (monthly).

School Ed. Pub. Co., 306 14th St., S.E., Minneapolis, Minn.

Established: 1897. Edited by H. V. Nelson, P. J. Davies, C. W. G. Hyde, Mrs. E. K. Jaques. 50 pp. \$1.25 per year.

SCHOOL AND HOME EDUCATION (monthly, exc. Jul., Aug.).

The Public School Publishing Co., Bloomington, Ill.

Established: 1886. Edited by William C. Bagley. Size: 12 x 9. 45 pp. \$2.00 per year.

SCHOOL PROGRESS (monthly).

School Progress League, Inc., 612-14 Chestnut St., Phila., Pa.

Established: 1909. Edited by E. M. Robillard. Size: 5½ x 8. \$1.50 per year. Circulation: 20,000.

"A magazine devoted to the interests of teachers, parents, and pupils fostering a closer relation between the home and the school." "A monthly report of the best work school organizations are doing all over the country." Official organ of the School Progress League.

THE SCHOOL REVIEW (monthly, except Jul. and Aug.).

University of Chicago Press, Chicago, Ill.

Established: 1893. Edited by R. L. Lyman. Size: 6¾ x 9½. 80 pp. \$1.50 per year.

SCHOOL SCIENCE AND MATHEMATICS (monthly, exc. Jul. and Aug., Sept.).

Smith & Turton, Mount Morris, Ill., and Chicago, Ill.

Established: 1900. Edited by Charles H. Smith. Size: 6 x 9. 100 pp. \$2.00 per year.

The only magazine devoted exclusively to the pedagogy and practice of science and mathematics teaching. Nine Departments: Agriculture, Botany, Chemistry, Earth Science, Mathematics, Problems, Physics, Zoölogy.

SCHOOL AND SOCIETY (weekly).

The Science Press, Sub-station 84, N.Y. City.

Established: 1915. Edited by J. McKeen Cattell. Size: 5½ x 8. 36 pp. \$3.00 per year.

Emphasizes relations of education to the social order, scientific research in education and its applications, freedom of discussion, and reports and news of events of educational interest.

THE TEACHERS' MAGAZINE (monthly, except Jul. and Aug.).

Hammock & Co., 31 E. 27th St., N.Y. City.

Est. 1878. Edited by C. S. Hammock. Size: 6½ x 9½. 45 pp. \$1.25 per year. Circ. 20,000.

THE WISCONSIN JOURNAL OF EDUCATION (monthly, except Jul. and Aug.).

Parker Educational Co., Madison, Wis.

Est. 1856. Edited by Willard N. Parker. Size: 6 x 8½. 30 pp. \$1.25 per year.

MAGAZINES AND PERIODICALS

Of Especial Interest to Educators

AMERICAN ART NEWS. \$3.00.

American Art News Co., Inc., 15 E. 40th St., N.Y. City.

The only periodical in the United States published weekly during the art season, exclusively in the interests of artists, connoisseurs, collectors, and art lovers in general. All the art news of the world.

THE AMERICAN MAGAZINE OF ART (monthly). \$2.50.

The American Federation of Arts, Washington, D.C.

Of great educational value. The best writers and finest illustrations. Full of information. Authoritative articles, news notes, bulletins of exhibitions, book reviews.

ARTS & DECORATION (monthly). \$3.00.

Adam Budge, Inc., 470 Fourth Avenue, New York City.

THE ART WORLD (combined with *The Craftsman*) (monthly).

\$4.00, and 35 cents a copy.

2 W. 45th St., New York City.

Official organ of the Art Society of America.

Opposed to degeneracy in art. Stimulating art interests in the home.

ATLANTIC MONTHLY (monthly). \$4.00.

4 Park St., Boston, Mass.

THE BELLMAN (weekly). \$4.00.

Minneapolis, Minn. Illustrated.

Distinctly American. Edited by William C. Edgar.

THE BOOKMAN (monthly). \$2.50.

Dodd, Mead & Co., Inc., 4th Ave. and 30th St., New York.

THE BURLINGTON MAGAZINE of London. \$9.00.

James B. Townsend, American Agent, 15 E. 40th St., N.Y.

The world's highest-grade illustrated monthly publication for connoisseurs, collectors, and art lovers.

THE CENTURY (monthly). \$4.00.

353 Fourth Ave., New York City.

For forty-six years the forum for fiction of the highest literary merit and authoritative discussions of art, travel and science.

THE CONSERVATOR (monthly). \$1.00.

Horace Traubel, Editor, Camden, N.J.

Brave, rationalistic Americanism, carrying on the torch of Walt Whitman

CURRENT OPINION (monthly). \$3.00.

65 W. 36th St., New York City.

Illustrated review of the world's events. Vital, timely, impartial. "All the periodicals in one."

THE DIAL. \$3.00 the year (24 copies).

608 S. Dearborn St., Chicago, Ill.

A journal of literary criticism, discussion, and information whose editorial policy has recently become progressive. Martyn Johnson, publisher. George Bernard Donlin, editor.

FINE ARTS JOURNAL (monthly). \$3.00.

F. J. Campbell, 30 N. Michigan Blvd., Chicago.

Devoted to the Fine and Decorative Arts, Civic Improvement and Home Adornment. From its inception has worked "For the Advancement of Art in America" and championed the cause of the American artist. Abundantly illustrated. A complete guide to past and cotemporary art.

THE GEOGRAPHICAL REVIEW (monthly). \$5.00; \$4.50 to libraries.

Published by the American Geographical Society, Broadway at 156th St., New York.

The leading magazine of scientific geography in America. Well illustrated with original maps and photographs. It contains a record of the world's most interesting and important geographical events, including noteworthy explorations and discoveries; and leading articles by the foremost explorers and geographers of the time. As a guide for library purchases its monthly bibliography of best books, in geography and allied subjects, is indispensable.

THE INTERNATIONAL STUDIO (monthly). \$5.00.

John Lane Company, 120 West 32d St., New York City.

Art, Architecture, Decoration. For over twenty years the leading art periodical of this country. Profusely illustrated in color and half-tone.

LITERARY DIGEST (weekly). \$3.00.

Funk & Wagnalls Company, New York City.

THE LIVING AGE (weekly). \$6.00.

The Living Age Company, 6 Beacon St., Boston, Mass.

Reprints without abridgment the best articles on international affairs, science, literature, etc., from the leading English periodicals and reviews.

THE MONIST (quarterly). \$2.00. Single copies 60 cents.

The Open Court Pub. Co., 122 S. Mich. Ave., Chicago, Ill.

Devoted to the Philosophy of Science.

THE NATION (weekly). \$4.00.

20 Vesey St., New York City.

Many colleges and schools use The Nation regularly as a text-book in the study of correct use of English, Current History, Literature, Drama, and Art. Special reduced rates quoted for three or four months' subscriptions.

NATIONAL GEOGRAPHIC MAGAZINE (monthly). \$2.50.

National Geographic Society, Washington, D.C.

Beautifully illustrated articles on places and countries of contemporary geographic interest.

THE NEW REPUBLIC (weekly). \$4.00.

421 W. 21st St., New York City.

Used as a text in many schools and colleges, in English, Current Events, Economics, International Law, etc. Frequent educational articles by leading educators. Carries the announcements of prominent schools and camps in its Educational Directory, published in the first issue of each month.

NORTH AMERICAN REVIEW (monthly). \$4.00.

171 Madison Ave., New York City.

Articles on timely topics—politics, science, literature, religion, finance, etc.

THE OPEN COURT (monthly). \$1.00. Single copies, 10 cts.

The Open Court Pub. Co., 122 S. Mich. Ave., Chicago, Ill.

Higher criticism, religion, and science.

POPULAR SCIENCE MONTHLY. \$1.50. Single copies, 15c.

239 Fourth Ave., New York City.

A profusely illustrated magazine of the new inventions, and the new ideas of science, mechanics, and engineering. Accurately and simply written with over 300 pictures each month. Used for supplementary reading in physics and manual-training classes in thousands of schools.

THE PUBLIC (weekly). \$1.00. Single copies, 5 cents.

122 E. 37th St., New York City.

The International Journal of Fundamental Democracy. Is read for information on the Single Tax, Direct Legislation, Home Rule in Taxation, Commission Government, Public Ownership of Public Utilities, and Free Trade; for a concise, lucid history of the important happenings each week and for able, non-partisan discussion of all political, economic and social problems from the point of view of fundamental democracy.

THE REVIEW OF REVIEWS (monthly). \$3.00.

30 Irving Place, New York City.

A broad-gauged, progressive journal of current events and important affairs throughout the world. Of far-reaching educational value. Indispensable for the comprehensive understanding of significant events.

ST. NICHOLAS (monthly). \$3.00.

353 Fourth Ave., New York City.

Used as a text-book in many schools because it teaches history, science, art, nature interestingly and in the language a child can understand.

SCIENCE (weekly). \$3.00.

The Science Press, Sub-station 84, N.Y.C., & Garrison, N.Y.

A Journal devoted to the advancement of Science.

THE SCIENTIFIC AMERICAN (weekly). \$4.00.

Munn & Co., Inc. 233 Broadway, New York City.

The journal of practical information. For all who seek to keep in touch with the world's material progress. Its record of achievements of science and invention is more absorbing than the thrilling stories of the fictionists.

THE SCIENTIFIC MONTHLY.

The Science Press, Sub-station 84, N.Y.C., & Garrison, N.Y.

An Illustrated Magazine devoted to the diffusion of Science.

THE SEVEN ARTS (monthly). \$2.50

132 Madison Ave., New York City.

A splendid new magazine for Young America for broad-gauged, deep-thinking people. Of high literary value, yet direct, virile, fearless. Not an *art* magazine, but an expression of the national spirit—a vehicle for artists' sincere works.

THE SURVEY (weekly). \$3.00.

112 E. 19th St., New York City.

The Survey is the country's leading journal of social and civic advance. It presents authentic news and authoritative opinion in the fields of poverty and its prevention; the church and the community; industrial relations and conditions; public health; treatment of delinquency, vice, and crime; education; recreation; civic development; immigrant problems; and international aspects of social service. A topical index and a summary of leading articles, carried each week, make The Survey of particular value as a supplementary text or reference work in classes in modern American history, civics, economics, political science, and sociology in colleges and secondary schools. The Survey's use there is rapidly growing.

THE YALE REVIEW (quarterly). \$2.50.

New Haven, Conn.

Devoted to literature, science, the arts and public affairs.

SCHOOL BUREAUS

Publicity to Schools and Information to Parents

THE BEERS AGENCY. Est. 1906.

Havana, Cuba, or Flatiron, N.Y.

For "Latin-American" Students.

BOSTON EVENING RECORD. Daily. Circulation: 41,960.

309 Washington St., Boston, Mass.

School and College Department. Mgr., E. S. Hill.

Cost of adv. space per inch: \$1.40, subject to rate card discounts. 85 per cent High-class circulation in Metropolitan Boston. Its news columns are open at all times to the important events of the school year.

BOSTON EVENING TRANSCRIPT. Daily. Circulation:

Sat. 50,300, Wed. 34,000.

324 Washington St., Boston, Mass.

Educational advertising manager, Frank W. Prescott.

Cost of adv. space per inch: \$1.75 for insertions semi-weekly or oftener. Total number Agate Lines "Educational" advertising during calendar year, 1916: 164,185—more than any other New England newspaper.

Publishes daily columns of "School and College" news, which are very widely read. Camp advertising runs heavy in season and produces good results.

BROOKLYN DAILY EAGLE. Daily. Circulation: 44,227.

Educational Department. Manager, L. L. Heaton.

CENTURY MAGAZINE. Monthly.

353 Fourth Ave., New York City.

School Department.

School adv. per inch: \$15.00. Total number agate lines sch. adv. 1916—13,992. The Century clientele is unusual. In four large cities investigated forty per cent of the subscribers are directors in corporations. Seventy-five per cent of the Century subscribers voluntarily renew their subscriptions. The Century has carried educational advertising since 1871, probably longer than any other magazine now published. The School Department freely furnishes disinterested information in regard to schools.

THE CONTINENT. Weekly. Circulation: 32,000.

156 Fifth Ave., N. Y. City; 503 S. Wabash Ave., Chicago, Ill.

For over forty years has given exceptional service through its educational bureau. Carries more educational advertising than any other publication of its class. Adv.: per line 27 cents, per inch \$3.78; 10 per cent discount for 13 insertions.

COSMOPOLITAN MAGAZINE. Monthly.

119 W. 40th St., New York City.

School Adv. per inch: \$42.00.

EVERYBODY'S MAGAZINE. Monthly. Circulation: 300,000.

Spring & Macdougall Sts., New York City.

School Adv. per line: \$1.16.

GOOD HOUSEKEEPING MAGAZINE. Monthly. Circulation: 450,000.

119 W. 40th St., New York City.

The School Department. Director, W. A. Miller.

School Adv. per inch: \$18.90.

HARPER'S BAZAR. Est. 1867. Monthly. Circulation: 100,000 (guaranteed).

119 W. 40th St., New York City.

School Department. Manager, Kenneth N. Chambers.

The Department is peculiarly fortunate in having at its head a man who has had practical experience in school administration (formerly Business Manager of The Scudder School, New York). Mr. Chambers offers personal and experienced service to both schools and parents; only schools of the best class are invited to advertise in Harper's Bazar; quality rather than quantity of school advertising is the chief consideration. About 145 schools of prominence are now using it, and the services of its editors and business department are always open to such schools in the preparation of effective and unusual announcements.

HARPER'S MAGAZINE. Monthly. Circulation: over 100,000.

Franklin Sq., New York City. School Adv. per inch: \$16.80.

THE INDEPENDENT. Weekly. Circulation: 80,000.

119 W. 40th St., New York City.

School Adv. per inch: \$4.90.

Annual Education Number second week August.

THE LITERARY DIGEST. Weekly. Circulation: 450,000.

354 Fourth Ave., New York City.

The School Bureau. Manager, Miss K. FitzGerald.

School Adv. per inch: \$21.00.

MUNSEY'S MAGAZINE. Monthly. Circulation: 400,000.

8 W. 40th St., New York City.

School Department. Manager, E. C. Conlin.

School Adv. per inch: \$21.00.

NEW YORK EVENING POST. Daily. Circulation: 23,682.

20 Vesey St., New York City.

Educational Bureau, Room 508 in the Evening Post Building.

Cost of adv. space per agate line, one time, 30 cents; 30 times, 18 cents. Total Number Agate Lines Sch. Adv. during calendar year, 1916: 56,990.

Presidents, Principals, and Head Masters, Parents and Students invited to visit the Educational Bureau where catalogs and detailed information are given. Circulation of Evening Post is among highest type of families. Send for

Annual 36-page School Directory and 30-page Directory of Boys' and Girls' Camps.

NEW YORK SUN. Daily Circulation, 160,000, Sunday, 110,000. 150 Nassau St., New York City.

School, College, and Camp Bureau. Manager, L. A. Herblin. School and Camp adv. rates: \$0.25 per agate line, one time; \$0.20 per agate line, for thirty times. Total, number agate lines of school and camp adv. during calendar year, 1916: 158,565.

The Sun carries more School and Camp advertising than any other New York newspaper. The Sun is the official organ of the Schoolmasters' Association and the Camp Directors Association of America. The Sun's School and Camp Bureau is most efficient. It gives accurate and unbiased information to all inquirers.

NEW YORK TRIBUNE. Daily and Sunday. Circulation guaranteed in excess of 100,000.

154 Nassau St., New York City.

The Tribune's Educational Register is a widely advertised service bureau giving complete information on private schools within fifty miles of New York City and on camps in New England States, New York, and Pennsylvania. All schools and camps recommended are guaranteed as represented or money refunded.

Educational advertisements: G. C. Delmonico, Tribune Building. Rates: 1 time, 20 cents per agate line; 7 times, 18 cents per agate line; 30 times, 15 cents per agate line.

THE NORTH AMERICAN. Daily and Sunday.

The North American Building, Philadelphia, Pa.

The Education Bureau is located on first floor, and gives service of real value to parents seeking school connections for their children. Mrs. M. Regina Jones, Manager. 25 cents agate line or 20 cents for 30 times; cuts allowed. THE NORTH AMERICAN carries more school and college advertising than any Philadelphia newspaper.

THE OUTLOOK. Weekly. Circulation: 125,000.

381 Fourth Ave., New York City.

THE PUBLIC LEDGER. Morning, Evening, Sunday.

Broad and Chestnut Sts., Philadelphia, Pa.

Educational Bureau. Manager, Samuel T. Steen.

Mr. Steen, a man of wide experience, helps parents choose the right school for their children.

Catalogs, photographs, rates—the things one wishes to know about schools or colleges—are quickly available for Ledger readers and Philadelphians generally. Our work however is not finished when we have supplied catalogs, etc.,—our chief aim is to see that the boy or girl is properly placed in the school most suitable to each individual case.

REVIEW OF REVIEWS. Monthly. Circulation: over 275,000.

30 Irving Place, New York City.

School and College Service Bureau. Adv. Mgr., R. G. Cholmeley Jones.

School Adv. per inch: \$19.60. Per line: \$1.40. Discounts 5 per cent three consecutive insertions, 10 per cent six consecutive insertions, 15 per cent nine consecutive insertions, 20 per cent twelve consecutive insertions.

The Review of Reviews Educational Directory has been established for 26 years. Its service is unlimited for both Readers and Schools. Four other bureaus are maintained for the service of its readers.

ST. NICHOLAS MAGAZINE. Monthly.

353 Fourth Ave., New York City.

Camp and School Department: L. A. Gillette, Mgr.

Sch. and Camp Adv. per inch, \$7.00.

The agent who places 40 per cent of the school and camp business says: "The reports I am getting from camps indicate that St. Nicholas is away at the top of the list."

CAMP AND SCHOOL SERVICE Department advises boys and girls and their parents in regard to summer camps and schools.

VOGUE. Semi-Monthly. Circulation: 100,000.

443 Fourth Ave., New York City.

Educational Service. Mgr. Sch. Adv., Lawrence Leonard.

School Adv. per inch: \$14.00. 50,056 agate lines educational advertising during calendar year, 1916. Vogue renders discriminating and conscientious service to parents and offers its advertisers the cooperation of its School Bureau. All schools advertised are personally visited or investigated by head of department. Vogue now leads all publications in volume of school advertising.

WORLD'S WORK. Monthly. Circulation: 150,000.

Garden City, N.Y.

Private School Bureau. Manager, Edgar G. Johnson.

School Adv. per inch: \$10.00.

SCHOOL ADVERTISING AGENCIES

Some of these agencies have special managers for school business. No charge is made the school for the service, but the agent receives from newspapers and magazines commissions of from ten to twenty-five per cent.

F. WALLIS ARMSTRONG ADVERTISING AGENCY.

North American Building, Philadelphia, Pa.

Financial and Commercial Advertising; also a small number of advertising accounts of schools, mostly in the vicinity of Philadelphia and New York.

N. W. AYER & SON, ADVERTISING.

300 Chestnut St., Philadelphia, Pa., School Manager Willard Smith; 30 State St., Boston, School Manager W. T. Chase; 105 So. La Salle St., Chicago, School Manager Oliver J. Prentice.

General Commercial Advertising. Carries a large majority of the advertising accounts of schools except in New York City and the West.

THOMAS E. BASHAM COMPANY.

Inter-Southern Life Bldg., Louisville, Ky.

Handles accounts of Military Schools.

WALTER HARRISON BLAKER.

110 West 40th St., New York City.

Leads the New York City agencies in placing the largest volume of School Advertising in New York City newspapers. Advertising of Boarding and Day Schools, Catholic Schools, Business and Commercial Institutions.

MRS. H. F. CROSS.

204 W. 80th St., New York City.

Formerly in charge of the School Department of *The Evening Mail*; for a score of years has handled a large proportion of New York Schools.

DELMONICO, WALLACE & CUTLER.

1 Madison Ave., New York City.

Manager of Special School Department, Earle N. Cutler.

FLETCHER AGENCY.

Widener Building, Philadelphia, Pa.

ALBERT FRANK & COMPANY.

26 Beaver St., New York City.

A few school advertising accounts handled.

J. B. HAINES ADVERTISING.

Newspapers, Magazines, Outdoor, Street Cars.

Bailey Building, 1218 Chestnut St., Philadelphia, Pa.

Some school advertising.

TEACHERS' AGENCIES

THE ACME TEACHERS' AGENCY.

1233 Healey Bldg., Atlanta, Ga.

A. C. Whitehead, Proprietor, Teacher in Boys' High School. Fills positions in the best High Schools, Normal Schools, Colleges, and Universities in all sections, but especially in the Southeast. Plans unique, management scientific as well as businesslike, and it secures results. "The agency that rewards the cooperation of the teacher."

ALBANY TEACHERS' AGENCY, INC. Est. 1890.

81 Chapel St., Albany, N.Y.

Harlan P. French, President; Williard W. Andrews, Secretary. Twenty-five years' experience in bringing together good schools and good teachers.

ALBERT TEACHERS' AGENCY. Est. 1885.

623 S. Wabash Ave., Chicago, Ill. C. J. Albert, Proprietor
Teachers recommended with discrimination.

AMERICAN AND FOREIGN TEACHERS' AGENCY. Est. 1877

23 Union Sq., New York City.

Mrs. M. J. Young-Fulton, Proprietor and Manager. Fills every kind of position in the educational field.

AMERICAN TEACHERS' AGENCY. Est. 1907.

29 Worthington St., Springfield, Mass.

A. H. Campbell, Ph.D., Proprietor and Manager. Furnishes teachers for all kinds of positions in the United States, but more especially in New England.

BOYNTON-ESTERLY TEACHERS' AGENCY. Est. 1888.

Brockman Bldg., Los Angeles, Cal.

E. C. Boynton and A. L. Hall, Managers.

BREWER TEACHERS' AGENCY. Est. 1884.

The Auditorium Bldg., Congress St., Chicago, Ill.

THE BRIDGE TEACHERS' AGENCY.

442 Tremont Bldg., Boston, Mass.

CAPITOL TEACHERS' AGENCY.

Boulder, Col. Geo. W. Hampton, Manager.

CENTRAL EDUCATIONAL BUREAU.

St. Louis Bank Bldg., St. Louis, Mo.

THE CHICAGO TEACHERS' AGENCY.

31 W. Lake St. Albert F. Probst, Ph.M., Manager.

CLARK TEACHERS' AGENCY. Est. 1889.

Steinway Hall, Chicago; Flatiron Building, New York City; Munsey Building, Baltimore; N. Y. Life Building, Kansas City; Temple Court, Chattanooga, Tenn.; U. S. Trust Building, Jacksonville, Fla.; Chamber of Commerce Building, Spokane, Wash.

THE CORLEW TEACHERS' AGENCY.

906 Walker Bldg., 120 Boylston St., Boston, Mass.

Rufus E. Corlew, Proprietor; Grace M. Abbott, formerly of The Bridge Teachers' Agency, Manager.

EDMANDS EDUCATOR EXCHANGE. Est. 1897.

101 Tremont St., Boston, Mass.

Recommends investigated high class New England teachers wherever they are wanted.

EDUCATORS' AGENCY, INC.

Y. M. C. A. Bldg., 19 S. La Salle St., Chicago, Ill.

A. P. Goddard, President.

EDUCATIONAL SERVICE BUREAU.

Law Bldg., Baltimore, Md.

ENGLE TEACHERS' AGENCY.

Minneapolis, Minn.

THE FICKETT TEACHERS' AGENCY. Est. 1885.

8 Beacon St., Boston, Mass.

FISK TEACHERS' AGENCIES. Est. 1884.

2A Park St., Boston, Mass. 156 Fifth Ave., New York City.

Title Bldg., Birmingham, Ala. 28 E. Jackson Blvd.,

Chicago, Ill. 317 Masonic Temple, Denver, Col.

514 Journal Bldg., Portland, Ore. 2161 Shattuck Ave.,

Berkeley, Cal. Citizens' Bank Bldg., Los Angeles, Cal.

Serves Public and Private Schools, Normal Schools, and Colleges. Teachers have been placed in every state of the Union, and the seven provinces of Canada.

INTERNATIONAL MUSICAL AND EDUCATIONAL AGENCY.

Carnegie Hall, New York City. Mrs. Babcock.

Offers Teaching Positions, Colleges, Conservatories, Schools. Also Church and Concert Engagements.

INTERSTATE TEACHERS' AGENCY. Est. 1905.

Livingston Bldg., Rochester, N.Y.

INTERSTATE TEACHERS' AGENCY.

Macheca Bldg., New Orleans, La.

KELLOGG'S TEACHERS' AGENCY. Est. 1889.

31 Union Sq., New York City.

Specialty College and high-grade places. Covers all positions in all schools.

McCULLOUGH TEACHERS' AGENCY.

80 E. Jackson Blvd., Chicago, Ill.

MINNEAPOLIS TEACHERS' AGENCY. Est. 1900.

327 Fourteenth Ave., S.E., Minneapolis, Minn.

NEW CENTURY TEACHERS' BUREAU. Est. 1880.

1420 Chestnut St., Philadelphia, Pa.

NEW YORK STATE TEACHERS' BUREAU, INC. Est. 1897.

50 State St., Albany, N.Y.

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Print exclusively School and College Periodicals.

SCHOOL ANNOUNCEMENTS

THE ANNOUNCEMENTS

Private Schools and Summer Camps are here afforded a form of Publicity more dignified and permanent than has previously been available.

The broad distribution of the Handbook, which is to be found practically wherever there is a shelf of reference books, in every school, college, public, private, hotel, and club library as well as in the hands of thousands of parents, makes this publicity highly serviceable.

These Announcements are not 'Advertising' in the ordinary use of the term unless the school's catalogs be so regarded. The purpose is to set forth in condensed form and in uniform typography such statements as the School puts forth in its catalogs and booklets. All copy is edited to give the maximum of concise and definite information.

Such an Announcement of the Material Advantages of a School, the Attractions of its Situation, the Features of its Equipment, Particulars of its Courses, appropriately supplements the necessarily brief account of the Personnel, Spirit, and Traditions of the School given in the Critical Text, and the statistical statement in the Comparative Tables. A cross reference to the page of the Announcement is given at the end of the account of the School in the Critical Text.

Statements here made carry greater authority than in the School's own catalog,—for they have been scrutinized and carefully edited,—over-statements and extravagant descriptions have been suppressed.

Schools to whom 'Advertising' is repellent may here set forth their advantages with dignity,—assured that they will find themselves in good company, and assured of an interested public.

The purpose is to serve the Best Schools,—those to whom the more prevalent methods of publicity do not appeal. It is hoped to make this list in future editions more and more exclusive,—an Exclusiveness based on Intrinsic Merit and Service Rendered.

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THE SCHOOL BUILDING

THE HUNTINGTON SCHOOL,
316 Huntington Ave., Boston, Mass.

IRA A. FLINNER, A.M., Head Master.

The best equipped and most comprehensive Private Day School in New England. Twenty-five masters give their whole time to three hundred boys.

The curriculum provides careful and thorough preparation for all colleges and technical schools, and the school has the privilege of entrance by certificate to all colleges using the certificate system. Business and technical courses are also provided.

An original study plan by the laboratory method which reduces home work to a minimum is in operation. By this method a boy of better than average ability can prepare for college in less than the usual time.

In order to guarantee a flexible curriculum and the increased efficiency of individual instruction, the work is carried on in small classes. Every boy participates in some form of physical exercise under the direction of teacher coaches.

The equipment includes thirty well-ventilated class rooms, five scientific laboratories, a woodworking shop, electrical laboratory, and a complete gymnasium with basket-ball courts, swimming pool, bowling alleys, running track, etc. Although located in the heart of the Back Bay section of Boston, there is ample opportunity for outdoor exercise as an athletic field of twenty acres adjoins the building. All members of the School become members of the Boys' Department of the Y. M. C. A.

For illustrated catalog, write or telephone Back Bay 4400.



ATWOOD HALL AND THE GYMNASIUM

HEBRON ACADEMY, Hebron, Me.

WILLIAM E. SARGENT, A.M., Litt.D., Principal.

The Academy life is simple and wholesome. Its equipment is complete. Preparation for college or a general training.



TABOR ACADEMY, Marion, Mass.

WALTER HUSTON LILLARD, A.M., Principal.

Tabor is an endowed school for boys, located in a quiet old whaling town, on Sippican Harbor, fifty miles south of Boston. The special features are the personal supervision of the individual boy, the cultural development by lectures and concerts, and the outdoor life, including camping trips and required sports. With a particularly fortunate location, and a strong staff of masters, the school offers a thorough and symmetrical training. For 1917 only a few highly recommended boys will be accepted. They must be between the ages of twelve and fifteen.



AFTERNOON DRILL ON NICHOLS FIELD

BROWNE AND NICHOLS SCHOOL FOR BOYS,
20 Garden St., Cambridge, Mass.

GEORGE H. BROWNE, A.M., }
REV. WILLARD REED, A.M., } Principals.

NORTHEASTERN PREPARATORY SCHOOL.

Boston Young Men's Christian Association.
316 Huntington Ave., Boston, Mass.

America's Great Evening School for Ambitious Men offers complete preparation for all American colleges, universities, and technical schools, business and government positions.

Unusual facilities for rapid progress. Extensive flexible program. Large faculty. Special courses for those who require them. The location is healthful, accessible, and attractive, and in a section of Boston noted for its institutions of learning.

An evening school with day school standards and results operated throughout the entire year so that new students are admitted at frequent intervals.

Students in Northeastern Preparatory School may secure privileges in the Y. M. C. A. Gymnasium and Swimming Pool.

Many of the lectures offered by the Association are available to members, free of charge.

More than 1000 men enrolled in 1916. A limited number of scholarships are given to worthy men who desire an education.

For circulars, additional information and enrollment address the principal, James A. Bell, 316 Huntington Ave., Boston, Mass. Telephone B.B. 4400.



THE BUILDINGS OVERLOOK THE PLAYING FIELDS AND THE GOLF COURSE

THE FESSENDEN SCHOOL, INC.

A School for Young Boys, West Newton, Mass.

FREDERICK J. FESSENDEN, A.M., Head Master.

For fourteen years this School has successfully prepared boys for The Hill School, Hotchkiss, Phillips Exeter, Phillips Andover, Taft, St. Mark's, St. George's, St. Paul's, Middlesex, Milton, Groton, Pomfret, and others.

The school property, eight miles from Boston, includes over twenty acres of land. The six buildings, grouped on a slight rise, command a charming view of the surrounding country.

Hart House, the Head Master's residence, has an Infirmary on the third floor; Sanderson Hall, the dining room; Fessenden Hall, four class rooms and a dormitory; Lane Hall, recitation rooms, a common room and a dormitory; Kirke Hall, a school room and a dormitory. The Gymnasium is well equipped.

Boys are received at an early age and kept until they are fitted to enter upon the work of the school for which they are preparing. It is the aim of the School to give boys exact training and discipline along right lines from the *beginning*, to teach them *how* to study and form correct habits of work.

The boys reside with the family of the Head Master and his assistants and are under constant supervision. Their whereabouts at all times is known. They receive tender care and individual attention, enjoying the sympathetic, refining influence of a home and at the same time being subjected to the earnest, wholesome work of preparation for subsequent training.

The health and physical development of the boys are carefully considered. The spacious grounds afford facilities for golf, tennis, baseball, and football, and in winter for skating, coasting, skiing, and snowshoeing. Manual training is provided.

The annual charge for tuition, residence, and laundry is \$1000.



FROM LEFT TO RIGHT: GYMNASIUM, SPURR HOUSE, GLENNY HOUSE,
ALLEN HOUSE, INFIRMARY, MASTER'S COTTAGE

BERKSHIRE SCHOOL, Sheffield, Mass.

SEAVER B. BUCK, A.B., Head Master.

The School Estate of three hundred and fifty acres lies at an elevation of nine hundred feet on the eastern slope of Mt. Everett, overlooking the beautiful valley of the Housatonic. It is four miles from Sheffield, in the southwestern corner of Massachusetts.

The School Buildings include: Glenny House, the Dormitory for the Younger Boys, connected with the house of the Head Master; Spurr House, for the boys of the Fourth and Fifth Grades; Allen House, completed in 1911, and containing the School room and Class rooms, the Library, the Chapel, and the Senior Corridor; the Hospital, completed December, 1912, with accommodations for fourteen patients. The water supply is from private reservoirs on the mountain reservation high above the school.

The Six-year Course of Study is designed to fit boys for college or for any of the Scientific Schools. The study hours are treated as of first importance and are directed with the utmost care. The number of masters is sufficient to give whatever individual assistance may be necessary, and boys whose work is unsatisfactory are required to make up their deficiencies daily under the direction of the master who teaches the subject.

There are unusual opportunities for open-air exercise, apart from the organized school athletics. For boys who require it, classes in special gymnastic work are arranged for under the supervision of the Physical Director. Special instruction is offered in Music, Drawing, and Dancing.



BATHING BEACH AND BOATS, MAIN ENTRANCE IN BACKGROUND

POWDER POINT SCHOOL FOR BOYS, Duxbury, Mass.

RALPH K. BEARCE, A.M., Head Master.

Powder Point School is highly favored in its location. It is situated in the heart of the Old Colony district, one half mile from the quaint little village of Duxbury, on the southern shore of a small point of land jutting into land-locked Duxbury Bay.

The school property includes several hundred feet of water front, part of which is sandy affording a suitable spot for bathing. Boats are maintained for the use of the boys. In addition there are large athletic fields and a cinder track.

The School is housed in four buildings. The residence hall is of terra-cotta hollow tile and concrete, and is practically fire-proof. The gymnasium is equipped with sufficient apparatus for regular exercise work and for indoor games.

Each boy's work is formulated to meet his particular requirements, and every effort is made to give a thorough drill in all subjects, especial attention being given to any branches in which the pupil may be deficient.

The work prepares boys for college entrance or business. For the latter, studies are selected with a particular view to giving a good general education, with special reference to the kind of work into which the pupil expects to enter. An average of a teacher for every six boys insures personal attention and wise guidance.

Upper and Lower Schools are maintained. The younger boys are under the immediate care of several of the teachers and the matron. Catalog on request.



THE GYMNASIUM

THE CURTIS SCHOOL FOR YOUNG BOYS, Brookfield Center, Conn.

FREDERICK S. CURTIS, Yale, Principal.

GERALD B. CURTIS, Columbia, Assistant Principal.

Forty-third year under its founder.

This is a sub-preparatory school for thirty boys, living in intimate personal association with their masters and teachers. The instructors are of sufficient number to insure individual attention to every boy, and of such varied training that all the needs of the pupils are met.

The property of the School occupies fifty picturesque acres. Its buildings are the large common residence, the school house, the gymnasium, the study in the grove, the farmer's house.

Good buildings and attractive surroundings are only accessories to the intimate life of a school. The real work in education is accomplished by the person. The school can rise no higher than the character of those who give it life.

To supply simply good physical conditions, conventional school-room instruction under efficient teachers, desirable companions, and sports and other entertainments is not enough. Some essentials not usually catalogued are taught here.

The School is truly democratic in spirit and practice. Responsibility is placed upon every boy for the execution of certain tasks of work and regular duties outside the school room. They are taught that manual labor is dignified and ennobling.

The School receives pupils from only those families who believe in its ideals, and willingly cooperate in its methods.



THE PHILLIPS EXETER ACADEMY, Exeter, N.H.
LEWIS PERRY, A.M., Litt.D., Principal.

The Academy furnishes the elements of a solid education by thorough instruction in all the studies required for admission to the leading colleges and scientific schools.

Candidates for admission to the Phillips Exeter Academy must be at least thirteen years of age and must satisfy their instructors as to their fitness, either by examination or by certificates from former teachers. Every applicant must also furnish satisfactory evidence of good moral character.

Fifty-two endowed scholarships and many tuition scholarships are awarded yearly. The total of the funds, the income of which is devoted to this purpose, is \$120,000.

The competition for all scholarships is open to new and old students on equal terms, and the scholarships are assigned on the merits of the students as scholars, with due regard to character and pecuniary needs.

The equipment of thirty buildings comprises recitation, residence and dining halls, gymnasium, laboratories, and cottages.

The playing fields cover 300 acres and contain running track, football fields, baseball diamond, tennis courts, and a golf course. The new Thompson Gymnasium contains lockers, a running track, and rooms for shower bath, baseball practice, bowling alleys, boxing, and bathing.

Recent additions include Dunbar Hall, a dormitory for the younger boys; Merrill Hall for administrative offices, with rooms for the literary societies; Hoyt Hall; Alumni Hall, a dining hall; Gilman House, a cottage; Williams House, Veazey House, Porter House, Hooper House, Webster Hall, all new dormitories; the Davis Library; the Graduates House, for alumni and visitors; the New Academy Building, built in 1914.



THE ACADEMY CAMPUS

PHILLIPS ACADEMY, Andover, Mass.

ALFRED E. STEARNS, Litt.D., L.H.D., Principal.

Phillips Academy is national in its representation and democratic in its life and spirit. It aims to attract students of serious educational purposes and high moral standards.

The School provides accommodations and surroundings for its students which enable them to pass by gradual and natural stages from the paternalism of home life to the freedom that awaits them in college. Williams Hall, with its close supervision, offers attractive and helpful surroundings to the young boy just leaving home for his school career. Eight houses, each in charge of a resident married instructor, further provide for boys of the two lower classes.

Through the purchase of the property formerly belonging to the Andover Theological Seminary and the addition of several new and larger dormitories, the Academy now possesses thoroughly modern dormitories providing at reasonable rates attractive accommodations.

The Archæology Building contains rooms for the collection of that department and a lecture room. The Offices and the Library are in Brechin Hall. Peabody House, the latest addition to the school plant, contains an assembly hall, a reading room, and a grill. The building is used as a Union for the student body.

The completely equipped gymnasium and swimming pool are in charge of a physical director. Extensive playgrounds and athletic fields are available for the use of students. All students are required to take regular gymnasium work or engage in athletics.

Endowments and scholarship funds enable the School to grant pecuniary aid to about one hundred boys of limited means who possess scholarly ability and ambition. Special funds for prizes annually.



THE HOTCHKISS SCHOOL, Lakeville, Conn.

REV. HUBER GRAY BUEHLER, A.B., LITT.D., Head Master.

FREE SCHOLARSHIPS

The Trustees of the Hotchkiss School, appreciating the advantages which come to the intellectual and moral tone of the School from the presence of ambitious boys of high character but limited means, have provided twenty-five full scholarships covering the annual charge of \$1,000.

These scholarships are open only to boys whose character, ability, earnest purpose, bodily vigor, and maturity fit them for leadership in studies and the other activities of school and college life, such as athletics, music, public speaking, business management, and religious influence.

Holders of the scholarships are expected to render light services, *i.e.*, waiting on table and taking care of a class room. These services do not interfere with their studies, their social standing, or their participation in the usual school activities.

Entrance examinations are necessary, including Latin. A personal interview with the Head Master, or some person well known to him, is required whenever possible.

The scholarships are usually assigned at the beginning of the summer. Preference is given to those candidates who seem most likely to meet the standards of the school successfully. The school is devoted exclusively to thorough preparation for college or scientific school.

Address HEAD MASTER, HOTCHKISS SCHOOL, LAKEVILLE, CONN.



THE OUTDOOR GYMNASIUM

THE HILL SCHOOL, Pottstown, Pa.

DWIGHT R. MEIGS, A.B., Head Master.

The School aims to combine with scholastic efficiency, consideration of each boy's individual needs, correction and direction of physical tendencies, attention to the formation of right habits of study, and maintenance of social and moral conditions favorable to the development of clean, vigorous character.

Applications for admission must bear the favorable endorsement of, or satisfactory reference to, parents of present or past members of the School. The course of study is six years in length. Boys are not accepted for less than three years.

The School property, comprising about one hundred and forty acres, lies in Pottstown, an hour and a quarter's ride from Philadelphia. It is situated on an eminence known as "The Hill," affording an extensive prospect of the valley of the Schuylkill.

Special stress is laid upon the careful direction of extra-curriculum activities: the Debating, Civic, Musical, Dramatic, Literary, and Wireless Clubs, and the three School publications.

Physical Training is required of all. An indoor and an outdoor gymnasium, a swimming pool, a nine-hole golf course, and ample athletic fields with thirty tennis courts, nine baseball diamonds, five football fields, a quarter-mile cinder track, a two hundred and twenty yards' straightaway, a baseball cage, a covered cinder track for winter practice, and four basket-ball courts provide opportunities for physical development.

Six scholarships are offered annually in open competition as follows: Two John Meigs Scholarships, entitling the holders to free tuition for three years; two half-scholarships, tenable for three or four years; two quarter-scholarships, tenable for three, four, or five years. Candidates are adjudged as to mental ability, moral soundness, physical fitness, and social qualities. Special bulletins pertaining to these are available on application.



VIEW OF THE SCHOOL GROUNDS

THE CHOATE SCHOOL, Wallingford, Conn.

GEORGE C. ST. JOHN, Head Master.

The School was founded in 1896 by the Hon. William G. Choate and Mark Pitman.

Its location in the hill country about twelve miles north of New Haven has proved to be one of the most healthful in New England.

Its equipment is for the most part new, and is especially designed to be effective and at the same time to be a fitting background of the School's life and work.

Its numbers—160 boys—are large enough to make for strong *esprit de corps* and athletic rivalry, without being so large as to prevent a distinct family life and the necessary attention to individuality and development.

Its policy is by a large corps of masters to give to each boy what he individually needs, without holding to any rigid system of forms. The school is arranged on the cottage plan, the boys being divided into groups in different houses, each group living intimately with one or more masters.

Its effort is unsparing to strengthen in the boys' minds high motives of action which shall permanently control their lives, and to send out boys who are trained for responsible citizenship.

The Lower School prepares boys for the Upper School, as the Upper School prepares them for college.

A catalog of the School is sent upon application, with the names of those who know intimately the School's work and character.



THE MAIN BUILDING

THE TAFT SCHOOL, Watertown, Conn.

HORACE D. TAFT, Head Master.

The object of the School is to give boys a sound training, physical, mental, and moral, and to make them strong, manly, and healthy men. A thorough preparation is given for any college or scientific school.

The course of study covers five years, and it is very desirable that a boy enter as early as possible in the course. Twelve is the minimum age for the lowest class; to be admitted to a higher class, examinations must be successfully passed.

The number of masters makes it possible for them to be in close touch with all the boys and for intimate relations to exist between them. A decided difference is made between the discipline of the younger boys and that of the older. The Seniors, living together on the second floor of the main building, have a modified system of self-government.

Religious exercises begin each day. Sunday morning school service is conducted by the Chaplain in Christ Church. Sunday afternoon service is led by the boys, with a talk given by the Head Master or some other speaker.

The school instruction aims at more than thorough college preparation. Classes are small enough to enable instructors to judge of the thoroughness of each boy's preparation of the day's work, to insist upon his best efforts, and to give him such supervision as is necessary.

The boy's physical development is in charge of a regular master of the School, who has had special training for the work, and who devotes all his time and attention to it. All boys are expected to take vigorous part in athletics, unless parents especially request to have them excused. Football, baseball, basket-ball, and hockey, in each of which the boys form three teams, are part of the regular exercise of the School.



RUMSEY HALL, Cornwall, Conn.

LILLIAS RUMSEY SANFORD, Head of the School.
LOUIS HENRY SCHUTTE, A.M., Head Master.

A home school for young boys, in a beautiful valley among the Litchfield Hills. Annual charge, \$900. Prepares for the best secondary schools including Choate, Exeter, Groton, Hill, Hotchkiss, Lawrenceville, Middlesex, Pawling, Pomfret, Ridgefield, Salisbury, St. George's, St. Mark's, St. Paul's, Taft.

KINGSLEY SCHOOL FOR BOYS, Essex Fells, N.J.

JAMES R. CAMPBELL, A.M., Head Master.

The location is classed in government reports as one of the three most healthful in the United States. The School stands in ample grounds in open hill country at an elevation of five hundred feet.

The new school building, completed in September, 1915, comprises Chemistry and Physics Laboratories, Drawing Rooms, large Recreation Room; completely equipped, well ventilated, and beautifully lighted Study Hall and Class Rooms.

Study, athletics, and all school activities are made to work for character development. Boys are taught how to study by individual training in small classes.

Kingsley graduates have entered and duly graduated, or are on their way through Yale, Princeton, Massachusetts Institute of Technology, Cornell, Stevens, University of Virginia, Lehigh, and other colleges. The preference of graduates is indicated by the order of the above sequence.

Athletic sports are encouraged under careful supervision resulting in successful teams. The School has ample athletic grounds; Gymnasium, Bowling Alley, and Billiard Room for indoor amusement.

For illustrated catalog address J. R. Campbell, A.M., Head Master, Post-office Box A.



THE SCHOOL BUILDING

BERKELEY-IRVING SCHOOL,
309-315 W. 83d St., New York City.

LOUIS DWIGHT RAY, Head Master.

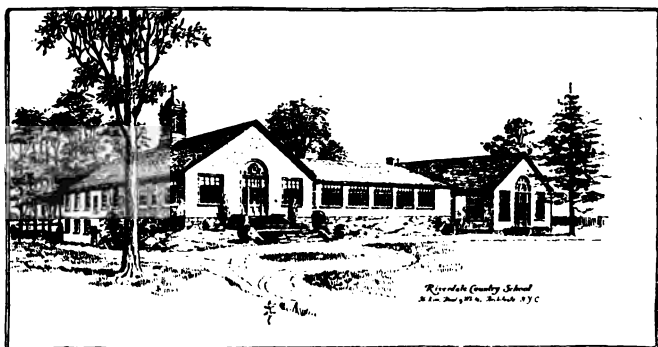
The School was formed by the merger in 1916 of the Berkeley School and the Irving School. Both schools have graduated over one thousand and have sent boys to college and into business for thirty-five years.

The new home is in the heart of the best residential part of the city, convenient to the Subway, Elevated, and Surface lines, and near Riverside Drive and the Hudson River. The four houses have every modern equipment. The School offers preparation for entrance to any college or scientific school and thorough fundamental training for those not going to college.

The School atmosphere arouses the boy's loyalty and enthusiasm. The teachers of experience and ability understand boys and their activities, and show them how to help themselves.

The boys are cared for from 8.30 A.M. to 5.00 P.M., and afternoon study and play are carefully supervised. Afternoon outing classes visit places of interest. Classes are small enough to insure to each pupil the utmost benefit of individual instruction. Conversational French is to be had in all grades.

All-round development, mental and physical. Boys are taught the proper use of brain, eye, and hand, and advanced according to their personal ability. The Gymnasium, 36 x 66 feet; the Swimming Pool, 15 x 50 feet; the Outdoor Playground, afford excellent facilities for the physical upbuilding of pupils. Illustrated booklet.



RIVERDALE COUNTRY SCHOOL,
Riverdale-on-Hudson, New York City.

FRANK S. HACKETT, A.B., Head Master.

Healthfulness and unusual educational facilities characterize this new building. A college preparatory and elementary school for boarding and day boys. Classes limited to fifteen.

Scholarly, intimate teaching. Autobus service from New York for day boys. Catalog will be promptly forwarded.

THE BROWN SCHOOL OF TUTORING,
241 W. 75th St., New York City.

FREDERIC L. BROWN, B.S., Head Master.

The Brown School of Tutoring prepares both boys and girls for the leading secondary schools and colleges.

Only one at a time with a teacher saves time for the backward as well as for the average and brilliant pupils, and gives no opportunity for the attention to wander. As a result the pupil acquires the Art of Concentration and Learns How to Study.

Each pupil is asked all questions of all his lessons every day. Preparation for schools and colleges is completed in half the time taken by class schools. Nervous pupils not embarrassed, bright pupils are not retarded by classes.

Instruction is accurately fitted to the college or school the pupil is to enter. Eighty-nine per cent of the school, Regents' and college examinations taken by the pupils have been passed. The teachers have had long experience.

Pupils may begin at any time. The School is open all summer. Also, during the summer lessons are given to pupils of any age at any residence along the New Jersey coast, on Long Island, in Greenwich, Connecticut, and in other localities.

"A School with an Atmosphere of Work,"



THE SCHOOL IS IDEALLY SITUATED

THE STONE SCHOOL, Cornwall-on-Hudson, N.Y.

ALVAN E. DUERR, A.B., Williams, Head Master.

The school property, twenty-two acres, is in the heart of attractive open country on a spur of Storm King Mountain on the road between Cornwall and West Point. It has an elevation of 900 feet and commands a view of the broad expanse of the Hudson to the Shawangunk and Catskill Mountains, forty miles distant.

The School offers the health and vigor of a sane and simple outdoor life. The wild forested country affords opportunities for woods life and hiking. There are excellent facilities for every sport, and athletics are encouraged. A new athletic field has just been provided. This furnishes ample opportunity for baseball, football, tennis and hockey, allowing separate grounds for the younger boys. Every boy is taught to swim.

The School prepares for college or business life. Courses are so arranged as to meet the requirements of any college or technical school. Its recent graduates are now in twelve of the leading colleges. Last year's graduating class passed ninety-eight per cent of the 103 examinations offered for admission.

Illustrated lectures and other entertainments are given during the year. Nature study is carried on during the fall and spring months.

For fifty years the School has through its wise management and simple discipline made a success of training boys. They are kept busy and given as much freedom as is possible for the individual and consistent with the rights of his fellows. The effect is to develop self-reliance and a sense of honor and veracity.

Each boy is studied physically and mentally with one aim,—training for individual efficiency.

Catalog sent on application.



THE ALFONZO ROCKWELL CLUETT FOUNDATION

PAWLING SCHOOL.

FREDERICK LUTHER GAMAGE, A.M., D.C.L.,
Head Master.

LOCATION.—Pawling, N.Y.; sixty-five miles from New York City on the Harlem Division of the New York Central Railroad; twenty miles east of the Hudson River; seven hundred feet above the sea level; in one of the most picturesque sections of the Dutchess County Hills.

OBJECT.—To prepare boys for college and scientific schools; to foster systematic study and consistent physical development; to develop vigorous Christian character.

EQUIPMENT.—Main building represents the best type of academic architecture, providing single bedrooms, infirmary, common room, study hall, dining room, library, recitation rooms, masters' apartments; superior heating, lighting, ventilating, and sanitary equipment. Gymnasium includes baseball cage and tiled swimming pool. The Berner Athletic Field and the Ulrich Athletic Field contain two football fields and three baseball diamonds. The Shaw Field House is situated between the two fields. Tennis courts and an excellent nine-hole golf course complete the athletic equipment of the School.

ADMINISTRATION.—Course of instruction covers five years and is directed by men of experience and culture; general supervision by faculty of all outdoor sports; relations of mutual confidence between boys and masters encouraged in all departments of school organization and discipline.



A SECTION OF THE CENTRAL CAMPUS

LAWRENCEVILLE SCHOOL, Lawrenceville, N.J.**REV. SIMON JOHN MCPHERSON, Head Master.**

Established 1810. Reorganized on the John C. Green Foundation 1881. An endowed boarding school for boys. Preparatory to any American university, college or technical school. About ninety-eight per cent of the graduates go to college. While a larger percentage enter Princeton than any other one institution, approximately sixty per cent enter Yale, Harvard, Cornell, Williams, and other universities and technical schools.

The School is not proprietary. Its total income, from endowment and fees, is used for the benefit of its students. The strong faculty of thirty-eight masters, graduates of the leading universities of America and Europe, constantly endeavor to combine physical, social, moral and religious training with effective scholarship. Masters and boys are carefully selected. No one of known evil influence will be retained.

The school property comprises about 325 acres, with fine buildings and equipment, scientific drainage and pure water. There are 16 resident houses with accommodations for 376 boys, supervised by resident masters. Each house is a separate unit, with its own kitchen and dining room. The Upper House is reserved for 75 boys of the Fifth (highest) Form.

Physical training is required of all boys, and is supervised by the masters. The gymnasium is near the golf links, the cinder track, the gun traps, nine of the playing fields and 25 of the tennis courts. Its equipment includes a running track, a swimming pool, shower baths, team rooms, an indoor golf outfit, an indoor rifle range of five tubes, rifles, a sub-target gun and magazine rifles with Hollifield rods.

Several scholarships for boys of good character and promise, who need them, are available upon application to the Head Master. Personal investigation and interviews are welcome.



PRESENT BUILDINGS AND PROPOSED EXTENSIONS

THE PEDDIE INSTITUTE, Hightstown, N.J.

ROGER W. SWETLAND, A.M., LL.D., Head Master.

As an endowed Academy Peddie offers superior advantages at moderate rates. The equipment is modern and the preparation meets all college requirements.

The School is located at Hightstown, nine miles from Princeton, in the midst of an extensive farming country. The campus contains sixty acres. In the rear of the buildings is a fine sheet of water, and beyond, the Peddie Grove.

The buildings are: Wilson Hall, containing the chapel, parlors, recitation rooms, society halls, and some students' rooms; Coleman House and Trask House, dormitories; Buchanan Cottage and Keeler and Mount Cottages for younger boys; the Longstreet Library and Science Building; and the Gymnasium. Additional equipment to the amount of \$250,000, including fire-proof dormitories, administration hall, and field house, is now planned and under way.

Unusual facilities for outdoor sports are offered,—a fine athletic field, with space for football and baseball, ten tennis courts, a lake for boating and skating, a cinder track. Swimming pool.

The School maintains strong literary and musical clubs, as well as a Dramatic Club, a Camera Club and Athletic Association.

Four courses of study are provided, the Classical, the Philosophical, the Scientific, and the English. The English Course is designed for those who expect to go directly into business, and provides for Commercial and Stenographic courses.



NEWMAN SCHOOL, Hackensack, N.J.

S. W. FAY, S.T.D., Rector.

C. E. DELBOS, Head Master.

Newman School, established in 1900 under the patronage of Cardinal Farley of New York, provides a select preparatory school for the sons of prominent Roman Catholic families throughout the United States. Named after Cardinal Newman it aims to carry out his educational ideals and to fit Catholic boys to live in a world which is not pre-eminently Catholic. Three things are necessary in order to do this: (1) the inculcation of the principles and practices of the Catholic religion, (2) the instilling of the best standards of American life, and (3) a sound scholastic preparation for college.

The School is conveniently located in the pleasant old town of Hackensack. The Main School is a large, well-appointed building with modern improvements. The Annex, an adjoining house in the same grounds, accommodates the older boys, while there are two other houses quite near the main building, accommodating from ten to fifteen boys each.

In the attractive grounds are tennis courts and athletic fields and a good-sized skating rink, for outdoor sports are encouraged under competent direction. The Gymnasium is well equipped with facilities for basket-ball, a swimming pool, and shower baths.

On the resignation of Dr. Jesse A. Locke, founder, and Head Master for fifteen years, the School recently passed into the hands of the Very Rev. Sigourney W. Fay; and the present Head Master, Mr. C. E. Delbos, had had previous experience in the School and was formerly of the Sedbergh School, England, and has had educational experience in other European countries.

The idea of discipline set forth by the faculty is that discipline is a means and not an end, and the aim is to control the boys to keep perfect order while at the same time teaching them to trust in the justice of authority, and to cooperate with it.



ST. LUKE'S SCHOOL, Wayne, Pa.

CHARLES HENRY STROUT, A.M., Head Master.

The School lies on the slope of the Radnor Hills in beautiful open country, about fourteen miles from Philadelphia.

The grounds of nearly thirty acres contain seven acres of woodland, baseball and football fields, a quarter-mile cinder track, tennis courts, and facilities for all outdoor games.

The Main Building, Colonial in style, is of three stories. Crawford House is a dormitory for older boys with its own living room. The gymnasium has a tiled swimming pool, locker rooms, shower baths, and complete gymnastic equipment.

Beautifully illustrated catalog will be sent on request.

THE TOME SCHOOL, Port Deposit, Md.

THOMAS STOCKHAM BAKER, Ph. D., Director.

The Tome School has as its chief object the preparation of boys to enter the American colleges. While its resources would enable it to accomplish successful college work, its field has been restricted to secondary education.

The endowment, the faculty, the buildings and grounds, make it possible for the School to pursue the task of the education of boys along ideal lines. The School is not hampered by the necessity of earning a living for its promoters. It offers exceptional opportunities, and, in return, it demands of its pupils high standards of conduct and scholarship.

The results which it obtains are gained by the employment of the best faculty which can be secured, by the careful supervision of the lives of the students, and by the most generous provision for their health and comfort. It insists upon thorough and efficient teaching and offers an unusually extensive curriculum. It is known as the most heavily endowed school in America, but its officers wish it to be recognized as a school where the highest standards of scholarship and character are maintained.

The Lower School for little boys offers all the advantages of the Upper rooms with the special benefit of a separate dormitory and a separate organization.

Catalog will be sent on request.



CAMPUS AND SCHOOL BUILDINGS

GYMNASIUM

KEMP HALL

CLAGGETT HALL

RECTORY

ST. JAMES SCHOOL, near Hagerstown, Washington County, Md.

ADRIAN H. ONDERDONK, A.B., Head Master.

St. James School is ideally situated in the Cumberland Valley, a few miles west of the Blue Ridge Mountains. A bracing climate allows out-of-door sports the greater part of the year.

Attention to each boy is a special feature of the School. A limited number are received, bringing the scholar and master into close relations, not only in class-work, but outside of school hours.

College preparation is the primary object, but the School also gives boys who do not wish to go to college an adequate school education.

The grounds of thirty-one acres contain baseball and football fields, tennis, handball and squash tennis courts.

The four buildings are grouped in the center of the campus. Claggett Hall contains the "Rectory," occupied by the Head Master and his family, the boys' hall, the reading room, office, boys' rooms, masters' rooms, etc. In the east wing are the chapel, dining room, and kitchen. Kemp Hall contains the Assembly Room, recitation rooms, and on the second floor rooms for boys and masters.

The New Gymnasium contains a large swimming pool and cage. The athletic features of the School are under competent supervision, and the different teams are thoroughly coached.

The home life of the School is especially delightful for the boys because of the presence of the four ladies in residence. Each boy is considered a member of the Head Master's family.

For boys of good character and ability there are a limited number of scholarships available.

The charge for tuition and board is \$550 a year.



THE SENIOR HOUSE AND THE SCHOOL

ASHEVILLE SCHOOL, Asheville, N.C.

N. M. ANDERSON, B.S., M. I. T., } Principals.
C. A. MITCHELL, A.B., Harvard, }

A Preparatory School for Boys in The Mountains of North Carolina, *where a boy can grow and develop under the most favorable climatic conditions east of the Mississippi river.*

The principals of the school, northern men who have had several years' teaching experience in good northern schools, determined to establish a preparatory school in the most healthful region of the eastern half of the United States since they believe the HEALTH of its students is the first consideration of an ideal school. After a careful study of the country from Maine to Florida they selected a site in the mountains of North Carolina, 2300 feet above sea level. The remarkable health record and unusual physical gains of the pupils, during the fifteen years the School has been established, show conclusively the wisdom of the selection.

The equipment is strictly modern, including carefully planned buildings, with dining rooms, kitchen, and heating plant in separate buildings. The estate contains 600 acres.

The Faculty is composed of graduates of the leading universities, selected to insure the threefold aim of physical, mental, and moral education. Work and Play are systematically organized without hampering individuality.

Graduates from more than twenty states have entered all the leading universities, colleges, and technical schools of the country.



MARIENFELD SCHOOL for boys, Samarcand, N.C.

DR. HANFORD HENDERSON, Head Master.

HEWITT REYNOLDS, A.M., Associate Head Master.

The School offers to growing boys a wholesome normal country life and at the same time prepares them for college.



STUYVESANT SCHOOL, Warrenton, Va.

EDWIN B. KING, A.B., A.M., Yale, Head Master.

Among the foothills of the Blue Ridge, in Virginia, near historic Warrenton, sixty miles from National Capital. Lofty elevation, superb scenery, unrivalled climate. New buildings, open-air sleeping porches, open-air gymnasium. Football, baseball, tennis; also riding, fox hunting, trap shooting. Military drill.

Small classes, individual instruction. Prepares for Yale, Harvard, Virginia, and all colleges.

New boys received only if under sixteen. Terms, \$800.



6.30 A.M. SIX DAYS IN THE WEEK AT CAMP ALGONQUIN
MR. DEMERITTE LEADING IN "SETTING-UP."
NOTE THE CHEST EXPANSION

CAMP ALGONQUIN, Asquam Lake, N.H.

EDWIN DEMERITTE, Director for thirty-one years.

A thousand boys have known the delights of Algonquin. The site is an eighteen-acre peninsula extending into the lake, wooded to the water's edge. The permanent equipment includes ten buildings, two dormitories with separate dressing-rooms, spacious assembly hall, and dining room.

Swimming, Canoeing, Tennis, Baseball, Camping Trips, Rifle Practice, under efficient supervision. Nature Study is emphasized in all its phases. Boy Scout Troop. Life-saving Corps. First Aid Instruction.

MR. DEMERITTE'S SCHOOL FOR BOYS, 815 Boylston St., Boston, Mass.

A Day School for Boys of Greater Boston, offering a Seven-year Course. Preparation for all colleges, Massachusetts Institute of Technology, and West Point.

In the past ten years boys have been prepared by this school for Harvard, Yale, M. I. T., Boston University, Dartmouth, Amherst, Williams, University of Pennsylvania, Haverford, and many state universities in the West.

Small classes; individual attention; experienced teachers who give time and personal contact to their students; these are some of the means by which Mr. DeMeritte aims to develop efficiency, self-reliance,—MEN.



THE DEMERITTE MILITARY SCHOOL, Jackson Springs, N.C.

EDWIN DEMERITTE, A.B., Head Master.

The new DeMeritte Military School gives the same preparation as the Boston School with the added advantage of outdoor life. Jackson Springs is eleven miles from Pinehurst, at an elevation of seven hundred feet.

The School has the use of two hundred acres of land, with tennis courts, a golf course, an open-air concrete swimming pool, a rifle range, and a small lake suitable for boating, canoeing, and fishing.

The climatic conditions make this an ideal spot for developing physical strength and mental activity. The average temperature from October to June approximates 65 degrees. The 800 square feet of covered piazza offers ample opportunity for outdoor study and recitations.

The Upper School gives a four-year course for college and the scientific schools, especially the Massachusetts Institute of Technology, Annapolis, and West Point, also a business course for those who intend to enter business at the close of the high school course.

The Lower School is for boys from ten to fourteen years of age, and the courses of study are planned to lay a strong foundation for the work of the Upper School.

The first year of the School has been a great success educationally and physically.

Write for circulars of either School or the Camp.



THE ADIRONDACK HOME

THE LAKE PLACID SCHOOL, Lake Placid, N.Y.**JOHN MORGAN HOPKINS, A.B., Head Master.**

A college preparatory school which offers, in addition to the usual advantages of a small boarding school, the unusual features of an out-of-door life the year round.

The teaching is thorough, by experienced teachers, and the college records of entrance examinations give the School high rank. Serious school work is done, the out-of-door feature being only incident to the surroundings of the two homes of the School.

In the Adirondacks, the spring and autumn home of the School, the building is attractively located on twenty-two acres of land near Mirror Lake. The winter home in Florida is on the Biscayne Bay, five miles south of Miami. The outdoor life is largely on salt water. The school fleet is large and well equipped. Tennis, golf, basket-ball, baseball, rowing, swimming, and track work.

Permanent address, Lake Placid, N.Y.

From January 1 to April 1, Cocoanut Grove, Fla.



ENTRANCE TO THE FLORIDA SCHOOL



THE ANNUAL CRUISE ON THE YACHT "SURPRISE"

SNYDER OUTDOOR SCHOOL FOR BOYS.

CLARENCE E. SNYDER, A.M.,
307 Monroe Bldg., Chicago.

Lake Fairfield, Sapphire, N.C., in the Blue Ridge Mountains, is the scene of the Fall and Spring Terms. The School occupies a beautiful old inn far out in the loveliest mountains imaginable, away from city distractions, but with all modern conveniences. It is a wonderful spot for boys in the great outdoors.

The recreations include tennis, baseball, boating, swimming, trout fishing, deer and partridge shooting, horseback riding, and mountain climbing. The school work is done well and thoroughly and the session lasts all morning.

Captiva Island, palm-fringed and sea-girt, bathed in perpetual sunshine, is the location for the Winter Term. It is near Fort Myers, on the west coast.

Immokalee Lodge, the dormitory, is a large three-story building near both gulf and bay, an ideal spot, in the midst of a settlement of northern people. Boat life predominates. The School has a dozen craft and the boys enjoy many trips and cruises. The bays teem with fish. Basket-ball, tennis, and water sports are the other amusements. Endorsed by Theodore Roosevelt and Thomas A. Edison from personal knowledge.

Camp Sosawagaming, Big Bay, Mich. (see p. 286), is the recreation camp, located north of Marquette, Mich., in the midst of a wonderful pine woods and open during July and August. The equipment of this popular camp includes ten spacious and comfortable buildings among the birches at the mouth of the Yellow Dog river.

Illustrated catalogs will be sent on request.



A LOG BUILDING. CONSTRUCTED BY THE BOYS

THE INTERLAKEN SCHOOL,
Rolling Prairie, LaPorte Co., Ind.

EDWARD A. RUMELY, M.D., President.

Interlaken is a school on a farm where boys learn to work. It is a school that trains for life by affording a richly varied experience. Boys learn to do by doing. They have a share in the administration of the school plant and estate.

The great purpose of the School is to develop initiative and leadership. The boys are governed through other boys who show signs of leadership ability. Through many-sided work and through visits to factories and farms, excursions on foot and by wheel, the pupils learn to know and to appreciate Real Life.

Interlaken is a boarding school for boys between nine and eighteen. Most of the students, the sons of business and professional men, are preparing for college. The school-room work is well organized. The laboratory facilities are of the best. Mr. O. P. Pitts, a thoroughly experienced school man and capable executive, is now at the head of the staff of teachers.

Interlaken is a partly wooded estate of 740 acres completely surrounding a lovely sheet of water of one hundred acres called by the Indians Silverlake. For the most part the school buildings are constructed of logs and were built by the boys.

Manual Training at Interlaken is work—not play. The fences, barns, bee houses and many of the buildings for the School are designed and built by the boys.

The Summer School opens June 15. Boys live either in tents or in cabins. Mornings are spent in study, the rest of the day in farm work, tramps, boating, bathing, baseball, and athletics.



RECITATION BUILDING

LAKE FOREST ACADEMY, Lake Forest, Ill.

JOHN WAYNE RICHARDS, A.M., Head Master.

Lake Forest is a non-military school with voluntary afternoon drill during present war conditions. The preparation for college in scholarship and character is such that it is no longer necessary to seek the best preparatory schooling only in the East. This School has won the hearty approval of the great universities east and west. College entrance examinations for Yale, Princeton, Harvard, etc. Graduates also admitted without examinations to all institutions accepting certificates.

One of the most potent factors in the inner life of the School is the Student Council organization, which consists of members of the Upper Classes, who take the lead among the boys in assuming responsibility for clean living and sound school spirit.

The School is attractively located on the western shore of Lake Michigan, one hour north of Chicago.

Modern buildings. Excellent gymnasium. Swimming pool. Eight tennis courts. Two football fields, two baseball diamonds, oval cinder running track with 220-yard straightaway, indoor running track. Golf. All athletic sports. All athletic activities closely watched by the Physical Director and his assistants. Musical clubs. Debating. Public speaking.

The Board of Trustees: Cyrus H. McCormick, Louis F. Swift, J. V. Farewell, David B. Jones, H. C. Chatfield-Taylor, Clayton Mark, A. B. Dick, Alfred L. Baker, Rev. J. G. K. McClure, Geo. A. McKinlock, A. A. Carpenter, J. H. S. Lee, S. A. Benedict, Stanley Field, B. M. Linnell, M.D., John S. Nollen, James Viles, Rev. Andrew C. Zenos, Rev. W. H. W. Boyle.

The annual tuition is \$725. Catalog on request.



ACADEMIC AND UPPER SCHOOL BUILDINGS

HOWE SCHOOL, Howe, Ind.

REV. J. H. McKENZIE, D.D., L.H.D., Rector.

This long-established school in the pleasant village of Howe provides thorough preparation for college and scientific school. Its graduates are admitted upon certificate by all colleges accepting certificates. The School makes a specialty of preparing boys for the colleges which admit only by examination and has for many years been unusually successful in this work.

Only well-bred boys highly recommended are admitted. The numbers are limited in each department so that every boy receives personal attention. The School aims to teach boys how to study, and requires each boy to recite his lessons each day.

The permanent faculty of experienced college men have had special training in the work of their departments. The Lower School for little boys under fourteen is entirely separate from the Middle and Upper Schools. It has its own buildings, etc.

The School occupies extensive grounds with broad well-shaded lawns. Its own farm and dairy supply the table. The water supply, fire protection, and all equipment are of the best.

The Athletic Grounds include fields for all sports, a running track, golf links, and tennis courts. The beautiful lakes provide opportunities for rowing, sailing, and swimming. There is a skating pond on the campus and a toboggan slide. All branches of sport are maintained under the Club System.



ST. JAMES' CHAPEL

AND REFECTORY



THE NEW RIDING-HALL

CULVER MILITARY ACADEMY, Culver, Ind.

L. R. GIGNILLIAT, Lt. Col., Ind., Superintendent.

This school, rated by the United States War Department "as near perfection as such an institution can be," has a 500-acre campus on Indiana's most beautiful lake—Maxinkuckee.

The buildings are as extensive as the campus. The riding-hall, for instance, is large enough to maneuver 150 horses and the swimming pool four times the average size—60 x 120 feet.

Most exceptional of all is the Culver educational system and the Culver military training which make a Culver graduate an asset either in peace or war. The catalog reveals the reasons.

ST. JOHN'S MILITARY ACADEMY, Delafield, Wis.

REV. SIDNEY T. SMYTHE, President.

This great school, famous for the esprit of its students and loyalty of its graduates, has a national patronage, the enrollment during the past ten years extending to every State and Territory, as well as to Mexico, Canada, and South America.

The school is an Episcopal School and all students are required to attend the services of the Episcopal Church. Boys from all denominations are in attendance, however, and the annual religious census of the School shows that practically all denominations are represented.

The United States Government makes an annual inspection of the School, and it is rated as an "Honor School," the highest government rating. Its standing from the standpoint of scholastic work is equally high, and it is accredited to the North Central Association of Schools and Colleges.

St. John's offers courses of study leading to the Classical, Scientific, or Technical Courses of the universities, and also a Commercial Course of exceptional value.

The attendance is limited, and early application is desirable. For catalog and particulars, address Box 333, Delafield, Waukesha County, Wis.



MILITARY EXERCISES

PAGE MILITARY ACADEMY,
La Brea Ave., Los Angeles, Cal.

ROBERT A. GIBBS, A.B., Head Master.

A Boarding and Day School for Young Boys.

The School occupies a commanding position on the highest land in the exclusive Wilshire district of Los Angeles. The campus of seven acres is suitable for all outdoor games. The five buildings, two stories high, are all connected by arcades, so that any part can be reached without going from under cover.

The cadets are so young that advanced military work is impossible, but the boys take great delight in the simple evolutions of company and battalion drill. Boys from seven to nine years old are found capable of acting as corporals; the sergeants are usually a year or two older; while the captains and lieutenants are chosen from the seventh and eighth grades and are from twelve to fourteen years old.

Drill takes only a half-hour each day, but its influence is felt in every school activity. A correct bearing is secured before the cadet is old enough to begin to slouch, and habits of neatness, order, and obedience are formed in early life.

The courses of study follow the general outline of the public schools with such changes and additions as are made possible by the small classes and the personal influence of progressive teachers. The school authorities believe that childhood is the proper time to learn to speak foreign languages. No high school course.



BATTALION WITH NEW BUILDINGS IN BACKGROUND



DANA HALL, Wellesley, Mass.

MISS HELEN TEMPLE COOKE, Principal.

MISS ADELE LATHROP, M.A., Associate Principal.

TENACRE is for young girls from twelve to fifteen years of age. A beautiful country estate, with two large, perfectly equipped, modern homes, provides accommodations for thirty pupils. The course of study extends through three years and prepares for Dana Hall. The instruction is under women of the highest talent. A fine gymnasium, outdoor sports, and horse-back riding under trained teachers provide for physical welfare. Individual needs of pupils are carefully met. The school is in beautiful surroundings ten minutes' walk from Dana Hall.

DANA HALL offers the advantages of both country and city life. Under proper chaperonage the students enjoy the rare opportunities which Boston offers in Music and Art. The College Preparatory Course prepares for all the leading colleges for women. Its graduates are admitted without examination by those colleges that accept certificates. A well-selected General Course is given for those girls who do not wish to enter college. Dana Hall stands for thorough scholarship and general culture. It has the advantages of a large highly organized school. Gymnasium work, in a well-equipped building, and field sports are in charge of competent physical directors.

PINE MANOR is the Post-graduate Department of Dana Hall, established for students who desire to take up advanced academic work, music, art, and a comprehensive course in Homemaking. Graduates of secondary schools find here a rare combination of home and school life in a congenial and stimulating environment. The full course of study covers two years. The second year's work finds expression in the actual maintenance of ideal family life in an "Experiment House" managed in all its details by the students themselves, under the instruction and direction of a competent specialist. This department numbers ninety students.



RESIDENCE AND TENNIS COURTS

THE MISSES ALLEN SCHOOL, West Newton, Mass.

MISS LUCY ELLIS ALLEN, A.B., Principal.

The Allen residence is a fine old Colonial house with a spacious lawn. A second house is used both as a residence and for domestic science and music. A genuine home life with individual and special attention. College preparation. Advanced work in art, history, literature, and music.

WALNUT HILL SCHOOL, Natick, Mass.

MISS CHARLOTTE H. CONANT, B.A., } Prins.
MISS FLORENCE BIGELOW, M.A., }
MISS MARJORIE HISCOX, M.A., Assistant Prin.

Walnut Hill offers thorough College Preparation to ninety boarding pupils. The School is approved by the College Entrance Certificate Board, and every year sends many students to the colleges, both on certificate and by examination. The members of the faculty are graduates of the leading colleges for women.

Students often go to lectures and concerts at Wellesley College only two miles away. They also have the opportunity of attending concerts and entertainments in Boston, and visiting places of interest in the city.

Four buildings are attractively grouped on the forty-acre campus. The grounds include a basket-ball field, the orchard, three tennis courts, and a hockey field. A flooded meadow gives an opportunity for skating. A small club house is placed between the tennis courts for the use of the Athletic Association. Tuition and board for the school year, \$1,000.



ROGERS HALL

ROGERS HALL SCHOOL, Lowell, Mass.

MISS OLIVE SEWALL PARSONS, A.B., Principal.

Rogers Hall School was founded in 1892 by Miss Elizabeth Rogers, and because of her generous endowment the Trustees are able to provide educational facilities which would otherwise be impossible.

Fifty house pupils and thirty day pupils are accommodated. Thus the School is kept sufficiently small to secure to each pupil individual attention, and to insure that intimate relation of teacher and pupil and of schoolmates with each other.

The four buildings, Rogers Hall, Rogers House, Rogers Cottage, and the Gymnasium, stand in spacious grounds and are everywhere open to air and sunlight. In front they look upon a beautiful park and at the rear upon old-fashioned gardens.

The large, airy school rooms are in the Hall. The House and Cottage are used mainly for dormitory purposes. The Gymnasium was built in 1912. It is completely equipped with modern apparatus. In the basement is the swimming pool, 20 x 40 feet.

In the grounds are two fine clay tennis courts, a basket-ball field, a hockey and baseball field. Gymnasium work is conducted under competent management.

Three courses of study are offered,—the College Preparatory, the Academic, and the Advanced Academic. The Academic course meets the needs of students not preparing for college and permits greater latitude in the choice of electives. Girls desiring to specialize in Music, Art, and Domestic Science may count their work towards a diploma. The work in science is planned to extend through all grades.



THE BROOKFIELD SCHOOL,

North Brookfield, Mass.

Miss HELEN FAIRMAN COOKE, } Directors.
Miss MARION F. E. COOKE, }

An Open-Air School for Girls, 1,000 feet above the sea.

A high standard of health is maintained by means of the open-air life, wholesome food, educational gymnastics.

Work is planned to meet the needs of each girl. A college preparatory course is provided. Music, languages, domestic arts, and gardening hold important places in the course of study.



MISS HASKELL'S SCHOOL FOR GIRLS,

314 Marlborough St., Boston, Mass.

The School is small, and strong in life and spirit. College preparation is most thorough, and a year is frequently saved by adjustment for each pupil. Both college preparation and general course lead to diploma, given also after year to high school graduates. Current Events, Civics, and Modern History; Literature of European Countries and America; First Aid; Hygiene; Sanitation; Decoration; Psychology; Mind and Care of Children; Practical Accounts. There is constant Spelling, Mental Arithmetic, and Letter-Writing. Preparedness Courses and Music are given credit. No extra charges. The School takes pleasure in carrying out the wishes of parents,



THE MAIN ACADEMY BUILDING IS OF BRICK, FOUR STORIES HIGH

BRADFORD ACADEMY, Bradford, Mass.

Miss LAURA A. KNOTT, A.M., Radcliffe, Principal.

College Preparatory and General Courses. Domestic Science Department. Faculty of twenty-two. Scholarships for earnest, ambitious young women.

MISS GUILD AND MISS EVANS'S SCHOOL, 29 Fairfield St., Boston, Mass.

Miss JEANNIE EVANS, Principal.

Miss CLARA A. BENTLEY, Associate Principal.

Miss Guild and Miss Evans's School, now in its 36th year, efficiently prepares for all colleges and also offers General Literary and Advanced Literary Courses.

The school certificate is accepted by Wellesley, Vassar, Smith, and Mt. Holyoke. The Advanced Literary Course is open only to students who have completed a high school course or its equivalent. Domestic Science is a feature. All languages are taught by native teachers.

All the advantages of Boston are available. The School is ideally located on the corner of Commonwealth Avenue and Fairfield Street within easy walking distance of the Fenway Park, the Charles River Esplanade, Public Library, Symphony Hall, the Boston Opera House, the Museum of Fine Arts, and the shopping district. The school accommodates nineteen girls in the home and sixty day pupils.

The School has a suburban athletic field, the use of an excellent tennis court within ten minutes' walk, a well-equipped gymnasium nearby for physical training and basket-ball. Arrangements are made with the various riding schools by which the pupils may have riding lessons under the best instructors.



**THE MARY A. BURNHAM SCHOOL FOR GIRLS,
Northampton, Mass.**

Miss HELEN E. THOMPSON, Head Mistress.

The School aims, in accordance with the ideals of Mary A. Burnham, its founder, to give a thorough and systematic mental training and to develop refined and useful womanhood. As the corps of teachers is large, careful attention can be devoted to the work of each girl.

The school is happily placed opposite the campus of Smith College, and its students are able to take advantage of the concerts and lectures offered by the college.

College Preparatory and Literary Courses are offered. The latter is planned to meet the needs of girls not wishing to enter college. Domestic Science and Music are provided for. The work in music is so arranged that it can be offered as one of the elementary studies required for entrance to college.

A course is given in the study of Architecture with special reference to the English Cathedrals and the French Châteaux. This course is planned for girls looking forward to foreign travel.

The well equipped gymnasium is in the charge of Mrs. Senda Berenson Abbott (Boston Normal School of Gymnastics). All girls who are physically able are expected to take gymnastics, esthetic dancing, folk dancing, and to play basket-ball, volley ball, or tennis.

The course in Domestic Science includes practice in economical buying, the selection of menus and the arrangement and service of the table, as well as the cooking and serving of foods.

The charge for board and tuition is \$800 for the year. The tuition for day pupils is \$150 for the year.



SCHOOL HOUSE AND GYMNASIUM

HILLSIDE, Norwalk, Conn.

MISS M. R. BRENDLINGER, A.B., Vassar, } Prins.
MISS VIDA HUNT FRANCIS, B.L., Smith, }

Located on a hill in four acres of ground, within easy reach of beaches and woodland.

College preparatory, general, and special courses. Certificates to Vassar, Wellesley, Smith, Mt. Holyoke. Preparation for new comprehensive examinations. Household Science with actual training, in practice residence.

THE ELY SCHOOL, Ely Court, Greenwich, Conn.

In all departments The Ely School offers its patrons a superior grade of teaching in small classes, so that the student has opportunity for daily recitation and for personal attention from teachers who are college women or highly trained specialists. The regular work of the school is supplemented by lectures on literature, science, and art, as well as on topics of current interest.

The natural science laboratory is equipped for experimental work, while the domestic science and arts department is completely furnished for the teaching of cooking and household arts.

Music and work in the studio may be taken as regular studies, and training in handicraft is given. The artistic girl has unusual opportunity to develop her talent. Plays of classical and literary value are given during the year. Students of French and German give a play in each of those languages.

The equipment is especially attractive, the building being thoroughly modern and particularly spacious. The estate of twenty-five acres commands an extensive view of Long Island Sound. The grounds provide tennis courts and fields for hockey and basket-ball. Each girl is expected to participate in at least one sport. Regular gymnastic work is required. A large sleeping porch is provided. There are many attractive bridle paths through private estates.



A WABANAKI CITIZEN RISING TO REPORT IN MORNING COUNCIL

WABANAKI SCHOOL, Greenwich, Conn.

MRS. CHARLES TARBELL DUDLEY, A.B., Bryn Mawr,
Director.

Wabanaki is an open-air school,—our children sleep, study, and play out-of-doors. Our boys and girls are being educated together in the wholesome atmosphere of a true home. Children from five to fourteen may enter as either boarding or day scholars.

The mornings are given over to earnest work in mathematics, history, English, French, Spanish, and the things parents have the right to expect the School efficiently to teach their children who are making ready for college. These subjects are presented in an intensely vital way with a background of arts, crafts, supervised play, sciences, and ethical instruction. Wabanaki stands for high scholarship attained in an environment rich in interest.

Councils led by Ernest Thompson Seton, Chief of the Woodcraft League, weekly Nature walks with Dr. Edward F. Bigelow, President of the Agassiz Association, talks on American Men of Letters by Hamlin Garland, days spent at the school by J. von Wildenrath, the sculptor, and rhythmic dancing led by Elise Dufour, revive the fine apprentice spirit of the olden time.

Wabanaki opens daily with a council wherein questions pertaining to the government of the School are discussed by the children. Teachers and scholars alike are citizens of the council. Every child has an opportunity to express himself, and matters of moment are settled by vote,—it is a true democracy.

"The Wabanaki School," writes Edwin R. Embree, Secretary of the Rockefeller Foundation, "is a strikingly successful application of the best of modern progressive theories in education. It makes the educational appeal first through the senses, and I know of no place which offers a more varied and more interesting environment for sense development."



THE SCHOOL BUILDING

THE MARY C. WHEELER TOWN AND COUNTRY SCHOOL, Providence, R.I.

MISS MARY C. WHEELER, A.M., Brown Univ.,
Principal.

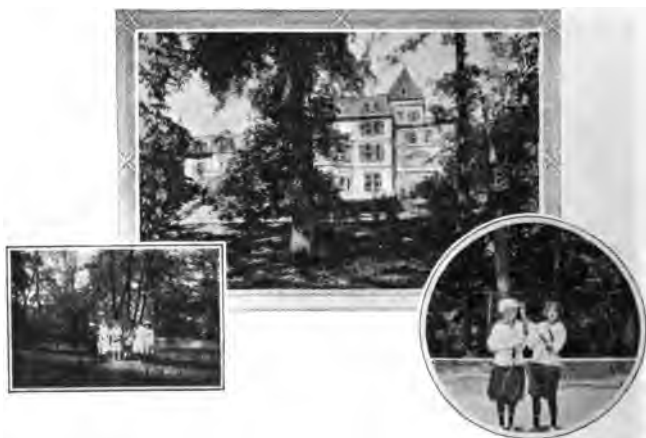
Miss Wheeler's School offers a rare combination of town and country life for girls. The "Town School" is attractively situated in a new building, erected in 1911, on Hope Street. The grounds afford space for tennis, basket-ball, baseball, and outdoor activities, including gardening for the young children.

The main building of brick in the Elizabethan Tudor style contains Miss Wheeler's studio, offices, reception room, and library. The dormitory rooms are on the upper floor. The working studio and the textile room are on the top floor. Additional dormitory rooms, the laboratories, and the dining room are in the Angell Street house. The gymnasium is in an open-air building.

The School prepares for college, or offers an advanced academic course of two years, with special opportunities for art and music. The school certificate is accepted by the leading colleges.

The Studio, which has always been a very important department of the school, is under the direction of Miss Wheeler. Drawing, painting, and modeling are a part of the regular school course.

The School "Farm" in Seekonk, fifteen minutes from Providence in the school motor omnibus, consists of 120 acres, a spacious and dignified house on the hill, and farm buildings. Courses may be worked out in the gardens. Athletics and country sports.



MISS BANGS AND MISS WHITON'S SCHOOL,
Riverdale Ave., near 252d St., New York City.

MISS LOIS ADELAIDE BANGS,
MISS MARY B. WHITON, A.B., Smith, } Prins.

The only Country Boarding and Day School for Girls in New York City occupies a well-wooded estate on the highest land between the Hudson River and Van Cortlandt Park opposite the Palisades.

The School combines in a unique manner outdoor life with full enjoyment of the operas, concerts, museums, and art exhibitions of a great city.

Careful training is given in all forms of sport including fencing, and an experienced master gives riding lessons. There are Track Teams and an Athletic Association. Much of the studying is done out of doors. New courses have been introduced in Military Drill, First Aid, and Red Cross work.

Small classes enable the directors to adapt all work to the strength of each pupil. Every instructor is specially trained. In French and German there are daily recitations conducted by native teachers.

There is a brilliant Music Department, and Dancing, Dramatics, and Art form part of the course for every girl.

The Upper School offers advanced work to older students for whom the college preparatory course is not desired.

Talks on current events, lectures, concerts and receptions are given during the year.

The Certificate of this School admits to all the leading colleges.

THE GARDNER SCHOOL,**11 E. Fifty-first St., New York City.****MISS LOUISE ELTINGE.****MISS M. ELIZABETH MASLAND.**

The Gardner School maintains a high standard of scholarship in intermediate, college preparatory, and finishing courses. The social life creates a home atmosphere of unusual happiness.

The new building, into which the School moved in 1916, is modern, commodious, bright and sunny, and has been carefully adapted to the needs of the pupils.

The advantages that New York offers in its amusements, art galleries, lectures, and concerts afford opportunities for intellectual and artistic development. Much outdoor exercise with riding, skating, etc.

Exceptional advantages in music, dramatic art, home economics, sociology, and short story writing.

For the benefit of older girls there is a Post Graduate Course. Primary courses are conducted for younger children.

**FOOD LABORATORY .****SCIENCE LABORATORY****GARLAND SCHOOL OF HOMEMAKING,****2 Chestnut St., Boston, Mass.****MRS. MARGARET J. STANNARD, Director.****Established 1902, Incorporated 1913.**

A Graduate School for seventy-five students; unique resident life for limited number. One and two year courses. Special Course for College Graduates. Purpose: to increase the efficiency of girls in dealing with problems of daily life. Catalog.



DORMITORY AND SCHOOL BUILDINGS ON WEST 72D ST. NEW YORK
AT RIVERSIDE DRIVE, OVERLOOKING THE HUDSON

THE SCUDDER SCHOOL FOR GIRLS.

MYRON T. SCUDDER, A.B., A.M., President.

A modern school meeting the problems of today. A safe, protected home in New York City where young women of any age may study amid pleasant, refined surroundings, learn just what they want to know and learn it well.

COLLEGE PREPARATORY.—Approved by the Regents.

HOME ECONOMICS.—A one-year course with diploma. Cooking, sewing, millinery, laundering, care of the house, care of children, etc. Includes Red Cross courses.

DRAMATICS, ELOCUTION, and the DANCE. (Special catalog.)

SECRETARIAL PREPARATION, for high school and college graduates and mature women who believe in being prepared to a point of efficiency in the world of affairs as well as socially.

In view of existing world conditions a new **COURSE, PERSONAL EFFICIENCY AND PREPAREDNESS.** Topics: Red Cross work, cooking, sewing, signaling and telegraphy, map reading, sketching and reporting, secretarial work, financial propaganda, swimming and boating, running automobiles, repairing, et al.

For catalog address Registrar S. H. Scudder, 316 W. 72d St.





EMMA WILLARD SCHOOL

EMMA WILLARD SCHOOL, Troy, N.Y.

MISS ELIZA KELLAS, Ph.B., Principal.

The Emma Willard School occupies four beautiful new fire-proof buildings, the gift of Mrs. Russell Sage, on the hills 400 feet above the city of Troy. The school grounds of forty acres include a hockey field, tennis and basket-ball courts, and offer every opportunity for free out-of-door life.

The Gymnasium contains a large hall for gymnastic exercises, also a running track, bowling alley, a large swimming pool, shower baths, and lockers.

Out of doors the girls play field hockey, basket-ball, and tennis. In winter there are good opportunities for skating. All games and sports are carefully supervised.

A broad variety of work is offered: a College Preparatory Course, a General Course, and a course of two years in advanced work for graduates who wish to continue their studies. The school certificate admits to Wellesley, Smith, Vassar, and Mt. Holyoke Colleges.

Special advantages are offered in Music, Elocution, and Art. Practical courses in Domestic Science. Lectures on various subjects are given from time to time during the year, and are a permanent feature of the School. The Choral Class, Glee Club, and Dramatic Club add to the social interest of the School.

The school aim is to give a thorough education, to surround girls with a happy, healthful atmosphere. The government of the School is based upon mutual good understanding between teacher and pupil and restrictions are few.

Catalog on request.



THE ROOF GYMNASIUM

THE FINCH SCHOOL,

61 East 77th St., New York City.

MRS. JOHN O'HARA COSGROVE, A.B., LL.B., Principal.

Academic, technical, and fine arts courses for girls of high school age and for older girls.

THE HORACE MANN SCHOOL,

Broadway at 120th St., New York City.

Teachers College, Columbia University.

HENRY CARR PEARSON, A.B., Principal.

The Horace Mann School includes a High School for Girls, an Elementary School, and a Kindergarten for Boys and Girls.

The six-year course of study in the High School gives a well-rounded, general education, and also prepares fully for any American college. Excellent advantages are offered in the household and fine arts, in science, and in physical training.

The School Building, accommodating eight hundred pupils, is thoroughly equipped in all matters which relate to health, comfort, and convenience. The first and second floors are occupied by the Elementary School and the third and fourth floors by the Girls' High School. The basement and fifth floor contain subsidiary accommodations.

The Physical Education Building, adjoining, contains a large gymnasium, thoroughly equipped, a swimming pool, exercise rooms, a bowling alley, baths and lockers. A playground is at Fieldston, W. 246th St., overlooking Van Cortlandt Park.

Open-air classes are conducted for pupils of the second, third, and fourth grades who are most in need of such conditions.

MISS SPENCE'S SCHOOL, Incorporated.**Established 1892.****26, 28, 30 West 55th St., New York City.****MISS CLARA B. SPENCE, A.B., President.****MISS CHARLOTTE S. BAKER, Vice-President.****MISS GRACE A. McELROY, } Directors.****MISS HELEN C. MILLER, }**

The high standards of scholarship maintained are attested by the following quotations:

From Annual Report Dean of Barnard College, June 30, 1915: "The Committee on Admissions, in cooperation with the principal of an excellent private school for girls, was able to make a very interesting experiment this spring. Since the Spence School closed on May 27, and it was quite impossible to hold the pupils for the Board Examinations in June, it was necessary for the Columbia University Committee on Admissions to arrange a special series of entrance examinations, which were given in the school, beginning May 18, and managed in the same way as the regular January and September examinations of the University.

"Forty-four pupils of the Spence School took these examinations in one or more subjects. Only four of them had been preparing for college. The others had had no special training for the examinations. They did not even know that they were to take them until five days before the first test, when the school was told by the principal that certain pupils who had obtained grades of A in their work, would be allowed, as a special honor and privilege, to try Barnard examinations in the subjects in which they had done well. The girls were delighted, and apparently greatly enjoyed trying the examinations."

Of the results Dean Gildersleeve wrote May 26, 1915: "The results are astonishingly good and a wonderful testimony to the excellence of the work done in your school. I have been comparing the per cent who passed with similar records for the examinations of the College Entrance Examination Board last June. In every case except three, your per cent of candidates passing was larger, in most instances a great deal larger. The fact that the girls have so much intellectual energy and enthusiasm seems to me a remarkable testimony to the spirit of the school."

President Nicholas Murray Butler of Columbia University further wrote May 27, 1915: "Dean Gildersleeve has shown me the exceptionally interesting and significant results of the College Entrance Examinations recently held at your school. I am delighted that so many as forty-four girls took part, and that the percentage of those passing is in many subjects so much above normal."

KENT PLACE: A School for Girls, Summit, N.J.

MRS. SARAH WOODMAN PAUL, A.B., }
MISS ANNA SOPHIA WOODMAN, A.B., } Prins.

Kent Place is a home school and a working school, providing an attractive home life and sound academic training from primary to college preparatory work. Individual attention and contact between the girls and teachers is the chief aim.

There are now on the ten acres of grounds three buildings,—the House, the Gymnasium, and the School House,—with earth tennis courts, a hockey field, a basket-ball field, and adequate room for other out-of-door sports.

The House is devoted exclusively to the home and contains room for thirty-five girls. The Gymnasium is modern and well equipped. The School House was built in 1913. Especial attention was given to providing in the best possible way for the four important requisites: space, heat, light, and ventilation.

The school enters pupils by certificate in 1918 into the various leading women's colleges, and prepares for the comprehensive examinations which are required by these colleges in 1919. The general course is largely elective and includes work in the home-making department. A year of graduate work has been organized to meet the needs of graduates of Kent Place and other schools. Special plans are made to enable advanced pupils to see and know New York.

MISS BEARD'S SCHOOL FOR GIRLS, Orange, N.J.

MISS LUCIE C. BEARD, Principal.

Miss Beard's School is beautifully located in the country, in one of the best residential sections of Northern New Jersey. The advantages of New York City, only fifteen miles away, are easily accessible.

Three of the four buildings are used as dormitories and one for the daily school work. On the main floor of the Recitation Building are the Gymnasium, the Auditorium, and the offices. The Gymnasium is provided with every modern appliance. The Auditorium is used for school exercises and for dances.

The second floor is devoted to the recitation rooms and study halls. On the third floor are the Studio, the Domestic Science Kitchens, and the Laboratories.

In the Collegiate Department there are four courses,—the College Preparatory, the Latin Scientific, the Scientific, and a General Course. There is also a Music-Art Course and a course in Domestic Science. The school maintains a Primary Department and Montessori Classes for young children.

The Faculty consists of twenty college women, each especially trained for her work.

Athletic games are a feature of the Physical Training Department, and include basket-ball, field hockey, tennis, and training in all track events.



CATHEDRAL SCHOOL OF ST. MARY,
Garden City, Long Island, N.Y.

Miss MIRIAM A. BYTEL, A.B., Radcliffe, Principal.

A School for Girls. Nineteen miles from New York City. College Preparatory and General Courses. Music, Art, and Domestic Science. Catalog on request.

DWIGHT SCHOOL FOR GIRLS, Englewood, N.J.

Miss EUPHEMIA S. CREIGHTON,
Miss ELLEN WORCESTER FARRAR, } Principals.

Dwight School for Girls founded in 1859, since 1899 has been under the direction of Miss Creighton and Miss Farrar.

The school is attractively located at Englewood, one of the residential suburbs of New York, offering the advantages of Country Life as well as the opportunities of New York City.

The grounds command a fine view of the surrounding country. The four houses, Dwight House, Dwight Cottage, Dwight Gymnasium, and Dwight Hall, are new and well equipped.

The atmosphere of the school is homelike with family spirit, and the work is earnest in all departments. It prepares for college and also offers carefully planned and advanced courses for those not wishing to enter college. The school certificate is accepted by Vassar, Smith, Wellesley, and Wells.

All the teachers are specialists and the classes are small. The number of boarding pupils is limited to fifty.

Outdoor games, gymnasium, tennis, and riding are carefully supervised. The large, new Gymnasium, forty by eighty feet, is provided with modern apparatus. A resident trained nurse looks carefully after the health of the pupils.



TENNIS COURT ON THE SCHOOL GROUNDS

THE WILKES-BARRE INSTITUTE, Wilkes-Barre, Pa.

MISS ANNA MILES OLCOTT, Principal.

The Wilkes-Barre Institute is a Boarding and Day School for Girls, founded in 1854.

The school is divided into four departments: Montessori, Primary, Intermediate, and Academic. Special attention is given to the preparation of students for the entrance examinations of Bryn Mawr and other colleges. Certificates admit to Smith, Vassar, and Wellesley.

The General Course is arranged for the benefit of those who do not intend to enter college. More time is devoted to literature, history, and science than in the college course. A domestic science department is conducted under competent instructors. A continuous course of French and German is given from the beginning for all pupils.

Individual attention is given to each pupil; individual differences are dealt with in such a manner that weaknesses may be overcome and special aptitudes developed.

The location at Wilkes-Barre offers many advantages without the restrictions of a large city. The school building is spacious, the class rooms are well ventilated and lighted, and the school is thoroughly equipped in every respect. In the afternoon pupils of all grades may use the large open-air room for physical exercise. Athletics are fostered throughout the school.

Rockwell Hall, the boarding department, is situated at 165 and 167 W. River St., about ten minutes' walk from the school building, and in one of the pleasantest sections of the town. In inclement weather pupils are taken to the school in a bus. The Hall consists of two large communicating houses. The school has its own farm, from which it obtains many of its products.

SCIENCE HILL SCHOOL, Shelbyville, Ky.

MRS. W. T. POYNTER, A.B., Wesleyan, Principal.

A Preparatory School for Wellesley, Vassar, Smith, Mt. Holyoke, and other colleges, to all of which graduates are admitted on certificate.

The School offers unusual facilities for those who expect to become teachers. The instructors are all graduates of the best colleges and universities and have had thorough training.

The departments of piano, violin, and voice are in the charge of women who have had years of study with eminent teachers of this country and of Europe as well as successful experience in teaching.

The Boarding Department is limited so that each student receives personal supervision and attention. The School is especially adapted to the care of younger pupils, having both a matron and a housekeeper, in addition to the oversight of the principal.

For Recreation the girls have Horseback Riding, Driving, Tennis, Basket-ball, Fencing, and Indoor Games.

Trolley connections with Louisville permit attendance at plays, concerts, and other educational entertainments in the city. Occasional trips are taken to the Mammoth Cave and other points of interest in the State.

THE HOMESTEAD SCHOOL FOR GIRLS, Hot Springs, Va.

THE MISSES BUDDECKE, Heads of the School.

The Homestead School is situated in a wide sunny valley of the Alleghany Mountains 2500 feet above the sea. The air is dry and invigorating, the climatic conditions are ideal.

The school buildings, a fine, two-story, old Colonial brick house with interior remodeled to afford all modern comforts, an infirmary cottage, and a gymnasium, are in a park of fifty acres. The wide porches of the main building allow outdoor sleeping, recitations, and gymnastics.

The school offers college preparatory and general courses, supplementary courses in Practical and Fine Arts and the first year of college. The schedule of each pupil is arranged to meet her individual requirements. An efficient staff of college graduates has charge of all subjects.

Gymnastics, Games, Sports, and Riding. The privilege of the squash court, golf links, and the swimming pools of the Homestead Hotel are allowed the pupils of the school. Swimming and riding form part of the daily schedule and are included in the tuition fees.

The Homestead School provides a home of gentle refinement and efficient training built upon Christian ideals.

Address Healing Springs, Bath County, Virginia.



SMITH HALL, THE RECITATION BUILDING

FERRY HALL, Lake Forest, Ill.

Miss MARION COATS, A.M., Principal.

Ferry Hall is distinguished among mid-western schools for its delightful location on Lake Michigan, its nearness to Chicago, its complete and attractive plant, its thorough work and high standards.

THE WARD-BELMONT SCHOOL, Belmont Heights, Nashville, Tenn.

J. D. BLANTON, LL.D., President.

Ward-Belmont, a School for Girls and Young Women in which the whole South takes pride, is located in the heart of the South, in a city celebrated for its colleges and educational privileges, typically southern in her ideals of womanhood. Ward-Belmont numbers among her students representatives from more than thirty states. One third of her boarding patronage is from the North.

Ward-Belmont has a half million dollar equipment consisting of a thirty-acre campus, and handsome buildings which are fully equipped for dormitory life and academic work. The latest and most scientific methods are employed in sanitation, heating, lighting, and ventilation.

Teachers representing the best college preparation and experience are employed in every department: Academic, Music, Art, Expression, Home Economics, and Physical Education. The School maintains the ratio of one teacher to ten pupils, thus making possible cordial friendships and sympathetic personal interest between teacher and pupil.

Tennis, horseback riding, swimming, dancing, fencing, and games suited scientifically to the needs of each girl, are large factors in the maintenance of Ward-Belmont's phenomenal health record.



HOUSEHOLD ECONOMICS

THE FAULKNER SCHOOL, Chicago, Ill.

A Day School for Girls.

MISS ELIZABETH FAULKNER, A.B., Principal.

The Faulkner School, located at 4746 Dorchester Avenue, occupies a new building erected in 1914. It has two stories and a basement, occupying a ground space of one hundred and seven by thirty-eight feet. The former Primary building was rebuilt and enlarged for use as a gymnasium.

On the north side of the house are a garden and playgrounds with a basket-ball court. Out-of-door exercise is made a part of the school life.

The School is divided into seven departments: the Kindergarten, under the direction of Miss Georgene Faulkner, the Story-Teller, the Lower and Upper Primary Departments, the Intermediate Department, the Academic Department, the Music Department, including Vocal and Piano Instruction, and Special Classes in Household Economics and Handicrafts.

Credentials from The Faulkner School are accepted for admission to the University of Chicago, Smith, Vassar, Wellesley, Wells, and Mt. Holyoke Colleges. The Academic Department also offers a General Academic course for pupils who wish a thorough education but do not intend to go to college.

No student is retained in the School who does not show an earnest desire to work. The majority of the graduates have been college candidates.

Gymnastic Dancing is a part of the regular required work of the school. Basket-ball teams have been organized for play at regular hours, under proper restrictions.



CASA DE ROSAS

GIRLS' COLLEGIATE SCHOOL,**Adams and Hoover Sts., Los Angeles, Cal.**

Miss ALICE K. PARSONS, A.B., Wells,
Miss JEANNE W. DENNEN, Bradford Acad., } **Prin.**



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**THE FLAGLER PREPARATORY SCHOOL FOR
GIRLS, Jacksonville, Fla.****MRS. LANGDON CASKIN, Founder and Principal.**



THE SCHOOL BUILDING ERECTED IN 1915

THE MARLBOROUGH SCHOOL FOR GIRLS, adjacent to Windsor Square, Los Angeles, Cal.

Mrs. G. A. CASWELL, Principal.

The Marlborough is a boarding and day school which for a generation has been closely identified with the educational activities of southern California.

Complete and perfect equipment, competent instruction, attractive home life, and the climatic attractions of Los Angeles give this School a national appeal.

While its main purpose is to fit girls for life, it offers superior advantages in College Preparation. The school certificate is accepted by all colleges which admit without examination. Within the last two years successful Post-Graduate work for girls who are not going to college has been added.

The School occupies new buildings completed in 1915. The Main Building, two stories high, surrounds three sides of a patio, which is used for outdoor study. The academic work is in the west wing, where there are twelve class rooms and an assembly hall. On the second floor are forty sleeping rooms with numerous open-air porches and sun rooms. All windows are so arranged that bed rooms, class rooms and assembly room may be instantly converted into open-air rooms.

The Domestic Science department is provided for in the Main Building in a model flat especially designed for its needs. Plain sewing and elements of millinery are also taught. Beyond are the Music Building and Gymnasium.

The grounds comprise four acres. This gives room for three tennis courts, hand ball, clock golf, and other out-of-door sports, with ample space, air, and sunshine within and without. Indoor gymnastic work includes formal exercises, apparatus work, indoor sports, games, and esthetic and social dancing.

Only half an hour from the center of Los Angeles, the school has the advantages of city and country.

INSTITUTE OF MUSICAL ART OF THE CITY OF NEW YORK, 120 Claremont Ave., N.Y. City.

FRANK DAMROSCH, Director.

The Institute of Musical Art, endowed and incorporated in 1905, was established for the purpose of providing thorough, consistent, and comprehensive courses in music, at moderate and uniform fees. Through the help of its endowment of half a million dollars, the school is conducted entirely in the interest of its students. Also it can command the services of artist-teachers whose private terms would be prohibitive to most students. The school occupies a beautiful and commodious building especially constructed for its needs.

The courses of study have been planned to include everything necessary to the acquisition of mastery in every branch of musical art. They proceed by carefully graded steps from the stages of fundamental preparatory work to the full advancement of the teacher, or of the artist ready for public experience.

The Operatic Department is carried on in close affiliation with the Metropolitan Opera House. Advanced students of piano, violin, cello, etc., rehearse their concertos with a Students' Symphony Orchestra of seventy performers.

Excepting in the theoretic subjects, instruction is individual. Special attention is given to the thorough training in general musicianship including ear-training and all branches of theory.

NEW YORK SCHOOL OF MUSIC AND ARTS, Central Park West at 95th St., New York City.

RALFE LEECH STERNER, Director.

The School is delightfully situated, overlooking Central Park, and directly across from the reservoir and tennis courts. It is within five minutes' walk of Riverside Drive and the Hudson River. Studios, lecture halls, offices, and a reception room are in the corner building, while dining rooms and dormitories are in the adjoining one.

It is both a Day and Boarding School. Students from a distance, who live in the School, find there a Real Home where they are under proper chaperonage and enjoy all the comforts and conveniences that the best household would afford.

Courses of study are offered which embrace a thorough musical education. These include voice, piano, violin, 'cello, organ, orchestral instruments, pianoforte pedagogy, harmony and counterpoint, sight singing, public school music, elocution and dramatic art, drawing, painting, etc.

The faculty is composed of European and American teachers, especially well qualified in their respective branches. Individual attention to the needs of the pupils is emphasized. Frequent student recitals and concerts are held.

Summer Courses for Teachers, of six and ten weeks' duration, are a special feature of the School. Teachers' certificates are given for satisfactory work. Write for catalog giving full details.



THE CONSERVATORY BUILDING, HUNTINGTON AVENUE

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GEORGE W. CHADWICK, Director.

Located in the musical center of America, the Conservatory affords pupils the opportunity, the environment, and atmosphere so necessary to a finished musical education.

The Conservatory Building, Huntington Avenue, is constructed on the most approved modern plans and is especially adapted to the needs of a music school. The larger auditorium, Jordan Hall, the gift of Eben D. Jordan, former president of the Board of Trustees, has a seating capacity of over a thousand.

The smaller auditorium, seating over four hundred, is used for lectures and pupils' recitals and for the Dramatic Department; also as an assembly hall for social purposes. The facilities for organ practice are unexcelled, fourteen pipe organs being used.

The curriculum offers courses in every branch of music, applied and theoretical, in class or private instruction: Piano-forte, Organ, Voice, Violin and all other Orchestral Instruments, Composition, Harmony, History of Music, Theory, Sol-feggio, Literature, Diction, Choir Training, Ensemble, Woodwind Ensemble, and String Quartet. The Normal Department affords practical training for teaching.

The vocal and instrumental lessons of the school are given either privately or in classes of three; the theoretical work (diction, harmony, solfeggio, etc.) is taught in larger classes.

French, Italian, and German are studied. The Dramatic Department affords practical training in acting.

For information address Ralph L. Flanders, General Manager.



**THE MUSEUM BUILDING OCCUPIES A COMMANDING POSITION
ON THE LAKE SHORE**

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N. H. CARPENTER, Business Manager.

G. W. EGGERS, Acting Director.

W. F. TUTTLE, Secretary.

T. J. KEANE, Dean of School.

The Art Institute is the largest and most completely equipped school of Fine Arts in America. Unequaled environment is provided for students.

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The Summer School offers a course of twelve weeks. Instruction is given in all courses.

For illustrated catalog, address **THE ART INSTITUTE OF CHICAGO, Dept. S., Michigan Ave. at Adams St., Chicago, Ill.**

AMERICAN ACADEMY OF DRAMATIC ARTS, Carnegie Hall, New York City.

Founded in 1884.

FRANKLIN H. SARGENT, President.

The American Academy is the first institution founded in this country for the purpose of giving a complete course in dramatic training. It is connected with Charles Frohman's Empire Theatre and companies.

The school is chartered as a private corporation by the Regents of the State of New York. Among the Board of Trustees are such well-known names as Daniel Frohman, John Drew, and Augustus Thomas.


The Junior course covers all the essentials in the technical training for the stage or platform. The Senior course includes advanced study and supplies the fundamental experience. The Senior class is organized as the Academy Stock Company.

The faculty includes specialists in the subjects of physical training, pantomime, life study, vocal expression, dramatic reading, modern and standard drama, dramatic analysis, literature, dancing, fencing, make-up, etc.

Catalog upon request to the Secretary.

MODERN ART SCHOOL, 72 Washington Sq., S., New York City.

FREDERIC BURT, Director.



The Modern Art School is the only modern center in America where art workers may come in contact with the new spirit that is animating old art forms. Students may enter at any time. No examinations are held and no length of course set. Work embraces Sculpture, Painting, Interior Decoration, Design, Costume Design, Wood Block Printing, Illustration, Mural Decoration, Batik, Pottery and Practical Commercial Art. Students are closely connected with the market and given every assistance in properly applying knowledge.

Summer classes in Sculpture, Painting, and Wood Block Printing are held at The Modern Art School Wharf, Provincetown, Mass., at the tip end of Cape Cod. This old Portuguese fishing village is not only a delightful summer place but affords the artist an unending variety of land and seascape. Summer school term is from the middle of June until the middle of September.

Catalog on request.



THE HOME OF THE SARGENT SCHOOL, OVERLOOKING JARVIS FIELD

THE SARGENT SCHOOL FOR PHYSICAL EDUCATION, Cambridge, Mass.

DR. DUDLEY A. SARGENT, President.

Established by Dr. Sargent in 1881, the School has always stood for the physical, mental, and moral development of women.

The combination of an elaborate and adequately equipped plant with a large staff of men and women teachers who are experts in their several lines makes the School eminently qualified to give a broad and thorough course in the theory and practice of physical training.

The School has two departments: the Normal and the Remedial.

The Normal prepares high school graduates and others of equivalent standing to be teachers of physical training. College and Normal school students are admitted in advanced standing when able to present satisfactory credits in required subjects. The course consists in three years' study in Cambridge and four months at the School Camp during the Junes and Septembers following the first two years in Cambridge.

The Remedial, which offers specially prescribed exercises, under personal supervision, is for those in need of corrective and special treatment.

The School Dormitories are each in charge of a matron and under the direct supervision of the Dormitory Committee.

The average number of students under a single matron is less than eighteen.

Catalog will be sent on application.



THE BUNGALOW AND A PART OF THE ATHLETIC FIELD

SARGENT CAMPS FOR GIRLS, Peterboro, N.H.

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"Men are what their mothers made them."—*Emerson.*

The Sargent Camps are established for the purpose of affording growing girls an opportunity to enjoy the benefits of healthful activities under the most helpful influences, careful supervision, expert instruction, and the best sanatory environment.

The mental and moral as well as the physical advantages of games and athletic sports are acknowledged by all educators.

The hygienic aim of the Camps is attained by a system in which physical examination, diet, and careful, daily supervision each plays its part.

The Camp property embraces two hundred and fifty acres on Half Moon Lake, in Southern New Hampshire, including a level athletic field of about thirty acres. The staff comprises directors, camp mothers, expert instructors, and councilors.

In addition to a great variety of games and gymnastics, special attention is given to swimming, hiking and canoe trips, horseback riding, nature study, music, and dramatics. Tutoring in school and college work is also provided if desired.

The Bungalow, in rustic style, is the principal building of the Senior Camp. The Lodges are permanent dormitory buildings and board floor army tents also provide sleeping quarters. The Junior House is the center of the Junior Camp.

The Senior Camp is for girls 14 to 24; the Junior Camp for Girls, 8 to 13. The session for 1917 opens June 3 and closes August 28.

Address Secretary, 8 Everett Street, Cambridge, Mass.



HAPPY, HEALTHY GIRLS ENJOYING THE CAMP ACTIVITIES

KINEOWATHA CAMPS FOR GIRLS, Wilton, Me.

IRVING G. McCOLL, B.L., General Director,

Hotel McAlpin, N.Y. City.

ELISABETH BASS, A.B., Director.

Camp Kineowatha comprises three separate camps, the Junior, Middler, and Senior, for girls of various ages and development, from eight to twenty years of age.

The 1917 Council includes experienced women teachers from public and private schools, a competent military man for riding instruction, and several swimming instructors for all water sports. All departments are in charge of specialists who understand how to interest and instruct the young.

The living quarters of the girls are comfortable, attractive bungalows, completely equipped with modern plumbing, hot and cold running water, electric lights, spring beds, mattresses, and complete bedding supplies. Most of these have large living rooms with fireplaces, and wide, screened porches which provide dry, airy sleeping quarters.

The daily program provides Horseback Riding under safe and efficient direction; Swimming, Diving, Boating, and Canoeing instruction; Arts and Crafts, including Jewelry-making, Basketry, Leather work, Pottery, and Stencil work, all under experts.

The Honor Point System in both Kineowatha and Kineo is an all-season competition, against established standards for the various ages, and it has to do with character and temperament as well as with physical and mental accomplishments.



INSTRUCTION IN HORSEBACK RIDING IS GIVEN BY U.S. ARMY OFFICERS
FROM WEST POINT

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Hotel McAlpin, N.Y. City.

CAMP KINEO is for boys under sixteen, who are classified according to age and development in three separate camps called Juniors, Middlers, and Seniors.

The Camp Council, all men of mature judgment and experience, provides one reliable man for each group of three boys. The 1917 Council includes Graduate Physicians experienced in camp control, three Athletic and Physical Directors and one Principal of well-known boys' schools, a competent military man for riding instruction and for military instruction, and many teachers from public and private schools, with a minimum of college undergraduates.

Horseback riding and military instruction is under the safe and efficient direction of experienced military men. Swimming, Canoeing, Boating, and all Water Sports are unusually well safeguarded under strict regulations. The Nature Study and Campcraft are of real value. Instruction for three hours each day is given in something useful and interesting in addition to thorough instruction for every camper in all sports.

The Honor System prevails and there is a sympathetic comradeship between men and boys. Individual attention is given to each camper's needs and the serious responsibilities assumed for the moral and physical welfare of the boys are fully realized.



ALL TOGETHER OFF THE TOP OF THE BOATHOUSE

MISHE-MOKWA, Lake Winnepesaukee, W. Alton, N.H.

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A Summer of Supervised Recreation in Canada, on Lake Annis, eighteen miles from Yarmouth, Nova Scotia.

In addition to the usual camp sports the boys are instructed in the art of angling, and to mount their trout and salmon. The use of small rifles is permitted under the supervision of the Director. Birds of prey and animals destructive to game interests may be shot during July and August.

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THE SWIMMING HOUR

THE HANOUM CAMPS FOR GIRLS, Thetford, Vt.

PROF. AND MRS. CHARLES H. FARNSWORTH.

Teachers College, Columbia University, N.Y.C.

The Hanoum Camps are on the Vermont hills fifteen miles north of White River Junction. To the north are the White Mountains, to the west the Green Mountains, and in the valley far below, two and a half miles east, flows the Connecticut.

The Hill Camp is for younger girls. The Lake Camp, a mile away on Lake Abenaki, is for older girls.

The Camp has grown from nine to a hundred girls, and from five to two hundred acres in nine years. There are fifty-four tents supplemented by shacks, bungalows, and other buildings.

The girls swim, canoe on lake and river, "gypsy" through the White and Green Mountains, make their own designs for baskets, pottery, jewelry, leather articles, and simple gowns, cook in camp and on the road, learn the trees, flowers, birds, and stars, dance and sing folk music, and give a festival.

They learn how to saddle and bridle and care for a horse; how to mount and dismount, to handle the reins and to take the different gaits, and then horseback trips of three or four days' duration are taken.

Each year the three or four day canoe trip on the river is especially enjoyed. The girls provide for their group, buying, cooking, serving and clearing up after each meal.

Miss Louise Green of the Elnwood School, Buffalo, is the head of the craft department, and assists Professor and Mrs. Farnsworth as director of the Lake Camp.

The idea of fitting oneself for national service is emphasized in all the activities from gardening to Red Cross.



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Children's School, West Point, N.Y.

Camp Casco is located on the salt water and naturally possesses many features which cannot be duplicated by inland camps. The bathing, fishing, and cruising advantages are unrivaled.

The Camp is in a large field bordering on the edge of Stover's Cove, in Casco Bay, eighteen miles from Portland. The equipment includes twenty tents for quarters and supplies; one large tent for assemblies; three twenty-foot motor boats for cruising, etc.; a two-masted schooner, chartered for a long cruise; ten dories and floats for swimming and near-shore fishing; bathing beach, athletic field, tennis courts, and basket-ball field; farm supplying fresh vegetables; twenty-five lobster traps, etc.

The features of the Camp are a ninety-eight-mile hike from Portland through Mt. Washington, visiting Portland, Westbrook, Sebago Lake, Crawford Notch, Conway, Glen Ellis Falls, Knife's Edge, etc.; a one-hundred-fifty-mile cruise in the two-masted schooner from Harpswell to Eastport, stopping at Boothbay Harbor, Rockland, Bar Harbor, etc. There is also a trip down the St. Lawrence, including Niagara Falls, Toronto, Thousand Islands, Montreal, Quebec, etc.

Clambakes, bonfires, and cruising are to be had throughout the summer. The boys enjoy all the water sports,—swimming, deep sea fishing, lobstering, and trawling, besides all customary land sports.

There are no extra charges. The Camp is limited to twenty boys, none under thirteen years.

For booklet and copies of the Camp paper "Casco Foghorn," address the Director.



THE SCHOOL GROUP BEFORE THE SPHINX, STARTING ON A TEN-MILE CAMEL RIDE TO SAKKARAH

MR. SARGENT'S TRAVEL SCHOOL FOR BOYS.

PORTER E. SARGENT, A.M., Harvard, Director.
EDGAR W. ANTHONY, JR., A.B., Harvard, Manager.
WALTER W. COOK, A.B., Harvard, Head Master.

The School from 1904 to 1914 spent each year alternately in Europe or Round the World, traveling a distance of over two hundred thousand miles without mishap.

In EUROPE, England, France, Belgium, Holland, Germany, Austria, Switzerland, Spain, Italy, Greece, Turkey; and on the ROUND THE WORLD trip, Morocco, Algeria, Tunisia, Egypt, India, Ceylon, Burma, Java, the Straits Settlements, China and Japan have been visited and studied.

School Work was continued almost daily. The multiplicity of interests utilized the boy's whole time and energy to educational advantage. Each boy kept a daily journal, and a number of these have been of sufficient interest to be published.

More than one hundred and twenty boys have enjoyed all these advantages while continuing their school work in preparation for college or business. Many have taken the two-year course,—both Europe and Round the World.

The School has demonstrated repeatedly that a boy may benefit by all these advantages and at the same time, with individual instruction and enhanced interest, be prepared for college examinations in from four to eight subjects.

Interrupted by the European War, the School will be resumed after the restoration of peace, with a year's tour of Europe.

For Illustrated Booklets, the "Cosmopolite," the school paper, etc., address 50 Congress St., Boston, Mass.



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In future editions it is planned to develop this list into a veritable Who's Who, giving a summary of the academic training, degrees received, positions occupied, etc. Particulars not readily found in catalogs and published books are requested.

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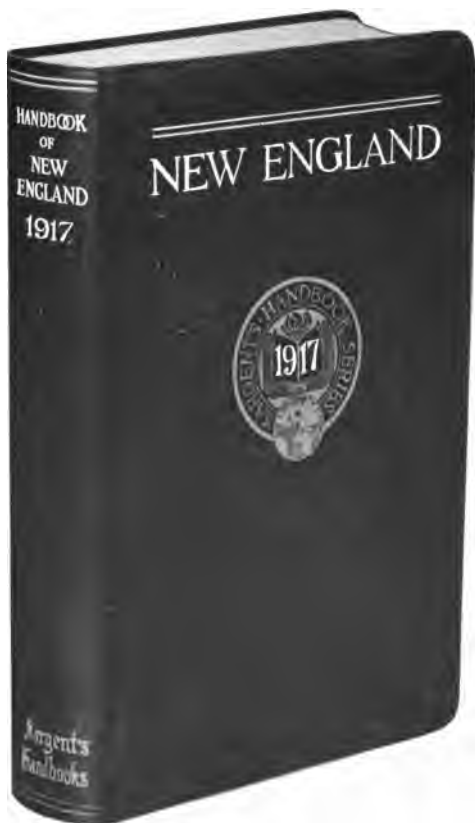
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